

CATHOLIC SCHOOL

Journal

In This Issue:

Is School Administration on the Right Road?

Rev. Andrew Kunkel, O.S.B., M.S.Ed.

Choosing a Gregorian Mass for Elementary Schools

Sister Cecilia, S.C.

Four Dramatizations for Christmas

"Maria Immaculata" (Music)

Mark Edwards, S.M. and Jeno Donath

**St. Pius X School and Church,
Bedford, Ohio**



XAVIER UNIVERSITY LIBRARY

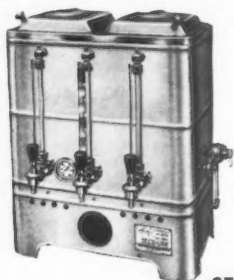
Volume 54, No. 9

PALMETTO AND PINE STREETS
NEW ORLEANS 18, LA.

November, 1954



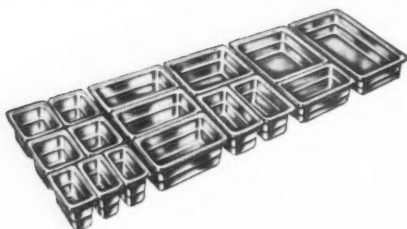
"THE SMART FOOD MAN
SEES HIS
SECO DEALER FIRST"



SECO URNS
Square Twin



SECO-MATIC®
Dry and Moist Heats



SECO-WARE
Over 500 Interchangeable Combinations



BAKERS WORK TABLE
Roll-Out Tilting Bins



**14 GAUGE STAINLESS STEEL OR
GALVANIZED AFTER FABRICATION**

FINEST COMPLETELY COVED SINK

DIE-STAMPED—INTEGRAL DRAINBOARDS and BOWLS

Complete sanitation with every outside corner rounded, and every inside corner coved on generous wide radiuses, making cleaning easy and complete.

All one piece, no cracks, no crevices—fluted drainboards, pitched to sink. One-piece, seamless, deep-drawn bowls, drainage complete, no pockets.

Available in 24 models with two size bowls (single, double and triple compartments with right, left or double integral drainboards). Can be furnished with electric or gas heater in one compartment for sterilizing.

Use handy coupon for complete information.

SECO®

SECO COMPANY, INC.

5216 So. 38th St.
St. Louis 16, Mo.

Please send complete information and prices on items checked.

- | | |
|---|--|
| <input type="checkbox"/> SECO-MATIC Hot Food Tables | <input type="checkbox"/> Stainless Steel SECO-WARE |
| <input type="checkbox"/> SECO Square Twin Coffee Urns | <input type="checkbox"/> Bakers Work Tables |
| <input type="checkbox"/> All-Coved, Die-Stamped Sinks | |

NAME.....

ADDRESS.....

CITY.....ZONE.....STATE.....

This is TRANSVISION*



*This is one of a series of advertisements designed to focus attention on the many exclusive features of THE AMERICAN PEOPLES ENCYCLOPEDIA and thus explain why countless owners of this remarkable new reference work have found the 20 volumes so much more exciting and readable to use.

Here is one of the many exclusive features found in THE AMERICAN PEOPLES ENCYCLOPEDIA and introduced for the first time in any reference set. Transvision consists of a series of transparent acetate pages in true, natural color enabling the reader to study the subject matter one part at a time as well as the relationship of such parts to the whole. This unique device is used in the set to depict such important subjects as the position of the organs of the body and the head.

A FEW OF THE IMPORTANT CATHOLIC CONTRIBUTORS:

John Joseph Clifford
President, Pontifical Faculty of Theology, St. Mary of the Lake Seminary, Yonkers, N. Y. Article on *Mass*.

William R. O'Connor
Professor of Dogmatic Theology, St. Joseph's Seminary, Yonkers, N. Y. Article on *Papacy*.

Fulton J. Sheen
Associate Professor of Catholic School of Philosophy, University of America. Article on *Roman Catholic Church*.

Gerald Walsh
Fordham University, Editor of *Thought*. Articles on *Scholasticism* and *Thomas Aquinas*.

Plus biographical sketches of all living Cardinals in English-speaking countries, all American Cardinals, past and present, and complete list of all the Popes.

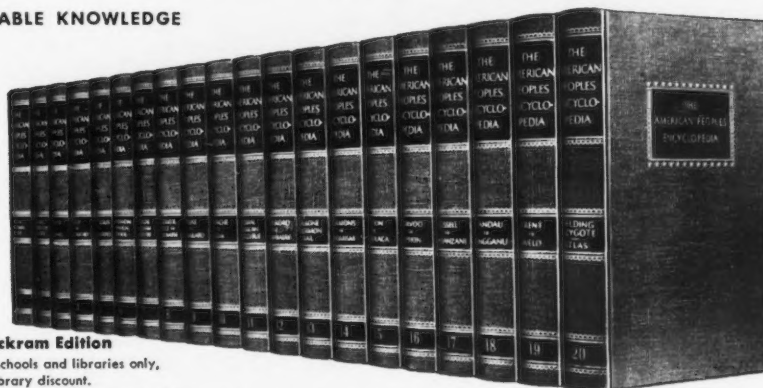
THE AMERICAN PEOPLES ENCYCLOPEDIA

To provide essential information of the world in usable, accurate and readable form.

20 MAGNIFICENT VOLUMES OF USABLE KNOWLEDGE

- 10,000,000 words
- 10,000 pages
- 50,000 subjects
- 15,000 illustrations
- Hundreds of full color illustrations
- 3200 important contributors (including 15 Nobel prize winners)
- 40 beautiful, informative end papers
- 190-page world atlas in color
- Thousands of cross references
- Complete bibliographies

WALTER DILL SCOTT
Chairman, Editorial Board
FRANKLIN J. MEINE
Editor-in-Chief



Library Buckram Edition

Available to schools and libraries only, at the usual library discount.
Satisfaction guaranteed or money refunded.

SCHOOL AND LIBRARY DIVISION
N. H. GILBERT, DIRECTOR

SPENCER PRESS, INC.

A PUBLISHING AFFILIATE OF SEARS, ROEBUCK AND CO.
179 N. MICHIGAN AVENUE, CHICAGO 1, ILLINOIS

**"Sounds
possessed with
inner
light..."**



Music, languages, dramatics become richer, more meaningful through the use of an RCA Sound System. Because radio or transcribed programs can be brought directly to any classroom, teachers can draw on an infinite variety of teaching aids—making their own efforts more effective, and at the same time more enjoyable. All this—done with the finest equipment made. Each RCA Sound System is custom designed to fit your school's needs—and budget.

*For paging individuals, for general announcements,
or for fire drills and other emergencies,*

RCA Sound Systems are swift, sure, effective.



*RCA Sound Systems provide for
instantaneous communication between
classrooms, auditorium or athletic field.*

SEE your local RCA Sound
Products Distributor for information
—or write for Bulletin 2R8348.



**SOUND EQUIPMENT
RADIO CORPORATION of AMERICA
ENGINEERING PRODUCTS DIVISION • CAMDEN, N. J.**

THE CATHOLIC SCHOOL *Journal*

Volume 54

Number 9

November, 1954

At Your Service

School administrators who read the CATHOLIC SCHOOL JOURNAL will welcome Father Kunkel's analysis of fundamental principles of education (page 279).

* * * *

The report card is a current subject of debate. At the N.C.E.A. Convention, Brother Columban explained how the Brothers of the Christian Schools keep parents well informed concerning the students' progress (page 283).

* * * *

Sister Cecilia seems to have isolated the germ that causes most of our troubles in teaching Gregorian music, and she suggests a remedy (page 286).

* * * *

Many teachers are seeking good material for their Christmas program. In this issue you will find five numbers for assorted age groups (pages 293-302). A few stray ones will show up in the December issue.

* * * *

For other items dated for now or the immediate future see: "Living the Liturgical Year," "Library Study," "Maria Immaculata" (music), "Book Fair," "Project for Education Week," "Correlation," and "Units," and Evaluations of Audio-Visual Aids.

* * * *

Note the announcement of the 1955 N.C.E.A. convention on page 287.

* * * *

You need also the aids offered by the advertisers in your JOURNAL. You can't work without tools.

The Catholic School Journal is published monthly except in July and August by

THE BRUCE PUBLISHING COMPANY

400 North Broadway, Milwaukee 1, Wisconsin
Eastern Office: 225 Broadway, New York 7, N. Y.
Central Office: 20 N. Wacker Drive, Chicago 6, Ill.

Contents

EDUCATIONAL PROBLEMS

| | | |
|--|-------------------------------------|-----|
| Is School Administration on the Right Road? | Rev. Andrew Kunkel, O.S.B., M.S.Ed. | 279 |
| The Functional Value of the Report Card | Brother Columban of Mary, F.S.C. | 283 |
| Choosing a Gregorian Mass for Elementary Schools | Sister Cecilia, S.C. | 286 |
| Two-Way Traffic | Brother Henry C. Ringkamp, S.M. | 288 |
| Education in Catholic Grade School Inadequate to Solve Problems on High School Level | Rev. A. N. Fuerst, S.T.D. | 289 |
| Editorials | | 292 |
| * * * * | | |
| To Our Lady of Fatima (Poem) | Sister M. Augusta, O.M. | 285 |

DRAMATIZATIONS FOR CHRISTMAS

| | | |
|----------------------------------|----------------------------|-----|
| Christmas in Her Heart | Sister M. Evarista, C.S.J. | 293 |
| We Call Her Blessed | Sister Miriam Jane, S.C. | 297 |
| The Awakening of Little Boy Blue | Sister Mary Ann, S.N.J.M. | 299 |
| A Christmas Story | Sister Mary Jean, C.S.J. | 301 |
| A Cantic for Christmas | Sister Mary Jean, C.S.J. | 301 |

PRACTICAL AIDS

| | | |
|----------------------------------|-------------------------------------|-----|
| High School | | |
| Living the Liturgical Year | Sister M. Bernice, F.S.P.A. | 304 |
| Library Study and Senior English | Brother Joseph Gerard, C.F.X., M.A. | 305 |
| Upper & Middle Grades | | |
| Maria Immaculata (Music) | Mark Edwards, S.M. & Jeno Donath | 303 |
| Give Good Books a "Fair" Chance | Sister M. Brian, O.S.B. | 307 |
| Notes to Our Blessed Mother | Sister Jeannette, M.Z.S.H. | 308 |
| Why Write Stories? | Anna Dunser | 309 |
| Our Project for Education Week | Sisters of Mercy | 311 |
| Primary Grades & Kindergarten | | |
| To God Through Song | Sister M. Marguerite, C.S.J. | 311 |
| Correlations in First Grade | Sister M. Euphrosine, S.D.P. | 312 |
| Units of Work for First Grade | Sister Mary Ora, O.S.F. | 312 |

FABRIC OF THE SCHOOL

| | |
|---|-----|
| St. Pius X School and Church, Bedford, Ohio | 315 |
| Catholic School Expansion | 24A |

NEWS AND REVIEWS

| | | |
|--------------------------------------|-------------------------------|-----------|
| Evaluation of Audio-Visual Aids | George E. Vander Beke, Ph.D. | 5A |
| A Contest in Catholic Current Events | Brother Lawrence Gonner, S.M. | 302 |
| Building News | | 24A |
| Catholic Education News | | 10A & 32A |
| Coming Conventions | | 38A |
| New Books of Value to Teachers | | 40A |
| New Supplies and Equipment | | 53A |

Articles Indexed. Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman* and in the *Wilson Educational Index*.—Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1954, by The Bruce Publishing Company.
—**Subscription Information:** Subscription price in the United States, U. S. possessions, and Canada, \$3.00 per year, payable in advance. In all foreign countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—**Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.



From Aachen to Ziganpu...

This geography class sees and hears its world in true fidelity

Children learn faster—retain longer—when the sights and sounds of the world are presented to them clearly, vividly... in the matchless realism of sound movies. And for this geography class, sight and sound are as close to perfection as portable 16mm. projector design has yet made possible.

Their projector is the Kodascope Pageant Sound Projector, Model AV-151—a powerful 15-watt machine with a matched, big-volume, 12-inch speaker. Its separate bass and treble controls... its great reserve of output and reproductive capacity... and its unique Fidelity Control which makes

possible precise focusing of the scanning beam regardless of sound-track position... afford matchless control over sound reproduction. And its superb optical system, featuring a built-in "field-sharpening" element, provides visual quality to match the excellence of the sound.

From Belgium to the Orient... the sights and sounds of the whole world around are crisp, clear, vivid.

Choice of six brilliant models

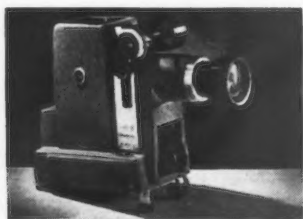
The Model AV-151 is one of six Pageant models starting at just \$425, a complete line of 16mm. sound and sound-silent projectors that will enable you to meet exactly and easily your particular projection require-

ments. You can get extra brightness for hard-to-darken rooms... extra power and speaker capacity for auditoriums and other acoustically difficult locations... flexible controls for the ultimate in sound quality.

And most important, with every Pageant model, you get the matchless convenience... the additional mechanism life... of permanent pre-lubrication. Kodascope Pageant Sound Projectors are lifetime lubricated at the factory to banish completely the danger of under- or over-oiling—chief cause of projector breakdowns.

Get the story on the complete Pageant line from your Kodak Audio-Visual Dealer. Mail the coupon for his name and address.

Prices subject to change without notice.



new Kodaslide SIGNET 500 Projector, Filmstrip Model

It's completely new! And it has the smoothest, surest, fastest film-advance ever designed!

For brighter, sharper pictures, it has the Kodak Ektanon Projection Lens (f/3.5 or f/2.8), Luminized lens-and-condenser system, and aluminized glass reflector. Adapts easily to 2x2 slide projector, without extra equipment.

Only \$98 with f/3.5 lens. Ask your dealer to demonstrate its amazing efficiency.

WHAT A-V EXPERTS SAY ABOUT PAGEANT PRE-LUBRICATION

"In spite of all we tell customers about how to oil projectors properly, too many of them never seem to do it right or at all. So it's a welcome relief to be able to offer Kodak's lifetime-lubricated Pageant."

Paul M. King
Krum's Audio-Visual
Battle Creek, Michigan



"Since so many different people—teachers and students alike—operate projectors, proper maintenance is a matter of luck. With permanent lubrication, maintenance is no problem. Anyone who has a Pageant is lucky in more ways than one!"

L. H. Sanborn, Visual Aid Consultant
McCurry Photo Co., Sacramento, Cal.



EASTMAN KODAK COMPANY, Dept. 8-V, Rochester 4, N. Y.

Send name of nearest Kodak Audio-Visual Dealer and information on:

- ☐ Kodascope Pageant Sound Projectors
☐ Kodaslide Signet 500 Projector, Filmstrip Model

NAME _____ TITLE _____

ORGANIZATION _____

STREET _____

CITY _____ STATE _____

(Zone)

11-58

Evaluation of Audio-Visual Aids

THE NEW YORK TIMES

Times Square, New York 18, N. Y.

Uneasy Peace in Asia

The New York Times filmstrip on current affairs for November is *Uneasy Peace in Asia*. The filmstrip traces developments in Asia through World War II and the Korean and Indochinese conflicts to today's crisis, when free Asia is confronted by the rising power of Communist China and Russia.

The main question examined in the filmstrip is how the free nations of the East and West can co-operate to prevent further Communist aggression in the Orient. The filmstrip graphically shows the rise of the free Asian nations after World War II, their strategic importance to the rest of the world, and the extent to which they may be expected to join with the U. S. and other Western nations in defense alliances now being formed in Asia. It also depicts the giant economic and political task in strengthening these nations as well as rebuilding war-torn Korea and Indochina.

This filmstrip, in 57 black and white frames, for 35mm. projectors, is accompanied by a discussion manual. This contains an introduction to the subject and supplementary information for each frame. The frames are reproduced in the manual, which also offers suggested activities and suggested reading.

BRITISH INFORMATION SERVICES

30 Rockefeller Plaza, New York, N. Y.

The following new releases are now available:

The Thames — From Royal Windsor to Tilbury

(Color, 10 minutes, 16mm., sound).

The River Thames which starts in the Cotswold Hills and grows, winding over 160 miles, through nine English counties until it reaches London, has often been called "England's Liquid History." This film sets out to prove this point.

Beginning at Windsor, three-quarters of the way down the Thames, we enjoy brief visits to the historic sites and buildings along its banks. Leaving Windsor Castle, which for eight centuries has been the main residence of English sovereigns and

George E. Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

their final burial place, we go across to Eton with its world famous school. A mile or so downstream is the village of Datchet where Sir John Falstaff was ducked in Shakespeare's "Merry Wives of Windsor." After a brief stop at the riverside town of Staines we go on to Penthook and Laleham where the poet Matthew Arnold lived and died.

The Colonies and Britain

(Black and White, 18 minutes, 16mm., sound).

With colonial problems in relation to the Western world in the news headlines each day, this is an excellent over-all picture of how one country and its colonial citizens are meeting the everyday problems of health, soil erosion, education, the need for agricultural advancements, greater industrial output, and most important, preparation for fulfillment of their natural and rightful desire for self-government. This intimate glimpse into the lives of Great Britain's 67 million colonial citizens, scattered all over the world is at once an ideal teaching film and a diverting visit to little-known lands.

The Schoolmaster

(Black and White, 20 minutes, 16mm., sound).

Here is a vivid portrait of the daily life of a young schoolmaster in a small rural Scottish school. His home, his work, and how he helps his pupils and, incidentally, their parents with his guidance on their problems make for an absorbing character study. The film is an inspiring human portrait of a young man who has chosen to dedicate himself to the universal task of teachers in preparing young people for life.

UNITED WORLD FILMS, INC.

1445 Park Avenue
New York 29, N. Y.

The United States Government has published a newsletter giving information about

61 new film releases ranging in content from the use of radar in weather forecasting to consumer education, from rat control to the problem of adolescent development. Here are three:

Formation and Structure of Thunderstorms

Explains in simple, nontechnical language the "how" and "why" of thunderstorms. Particularly useful in general science classes, grades 7-12 (17 minutes).

Defensive Driving

Demonstrates how to defend oneself against the mistakes of other drivers . . . how to avoid the "unavoidable" accidents. For teen-agers and adults — some common sense and practical advice (13 minutes).

Head of the House

Is a dramatic portrayal of the emotional problems of a young boy rebelling against his father's overly repressive discipline — an important film addition to the understanding of adolescence and family relations (40 minutes).

CORONET FILMS

65 E. South Water Street
Chicago 1, Ill.

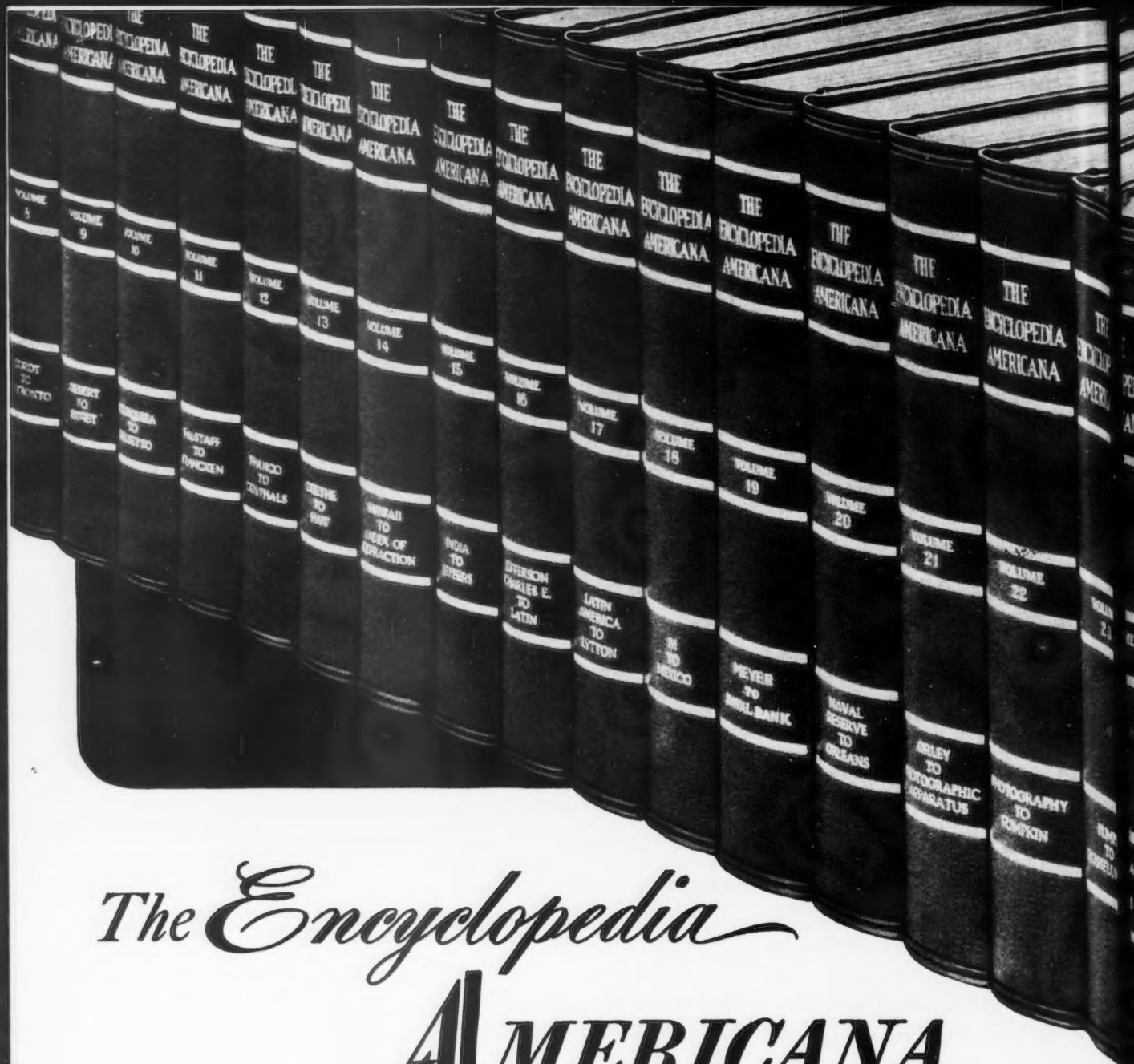
Coronet Films will release during the month of October five new teaching films for use in the nation's classrooms. The releases include two new additions to the intermediate grade science series, *Light All About Us* and *Sounds All About Us*, as well as two new films for the primary grades, *Winter Is an Adventure* and *Discovering the Library*, and one for high school girls, *Clothes and You: Line and Proportion*.

Winter Is an Adventure

1 reel, sound, color or B & W.

Snow frosting all the out-of-doors, close views of winter animals, and the joy of a city boy exploring a farm all add to the enchantment of winter. We follow Scotty as he breathlessly slides on the frozen pond, and we observe with him the adaptations of animals to the snow and cold of winter. The film employs words and expressions which are keys to much of the reading about winter. *Primary, Intermediate.*

(Continued on page 8A)



The Encyclopedia **AMERICANA**

It's easy to understand why teachers and librarians everywhere prefer The Encyclopedia AMERICANA! American in point of view . . . universal in scope . . . this fine encyclopedia provides schools and libraries with easy-to-understand, comprehensive information students need to meet the exacting demands of modern education.

Intensive revision over the past five years under an imaginative and forceful editorial policy has resulted in more than 20,000 completely reset pages . . . many NEW, easy-to-read maps . . . comprehensive bibliographies and glossaries of technical terms . . . and more than 2,000 NEW pages of illustrations, many in full color.

Three thousand NEW articles have been added, including an illustrated series of 15 articles on *Plants and Plant Science*; an outstanding 268-page article on the *United States*; fascinating new studies on *Mexico*, *Korea*, *Spain* and *South Africa*. Hundreds of NEW biographies of prominent living people; thousands of NEW census entries; unique features such as the "Stories of the Centuries," all combine to make the 1954 edition the best in AMERICANA's 125-year history!

Send for your complimentary copy of our 36-page illustrated booklet. Write for it today! Dept. 204, School and Library Div., Americana Corporation.



Americana Corporation • 2 West 45 Street • New York 36, N. Y.



A stand-out in its field!

30 *great volumes*

Audio-Visual Aids

(Continued from page 5A)

Discovering the Library

1 reel, sound, color or B & W.

The public library, with its many features is a wonderful place for children. Bobby visits the children's section where he finds not only books but storytelling, card catalogues, special book lists—in short, he finds that the library is a fun-filled place, full of stories to arouse every child's imagination. Proper procedure in the library is an integral part of the film. *Primary.*

Light All About Us

Exploring Science—1 reel, sound, color or B & W.

A story of how David discovers the fascinating world of light. Through observation and experimentation he finds that we see only when there is light and that everything will reflect light. This prompts him to delve into the phenomena of both reflection and refraction. He then is able to take the facts he has learned about light and apply them to everyday use, in such instruments as binoculars, magnifying glasses, mirrors, and eyeglasses. *Intermediate, Junior High.*

Sounds All About Us

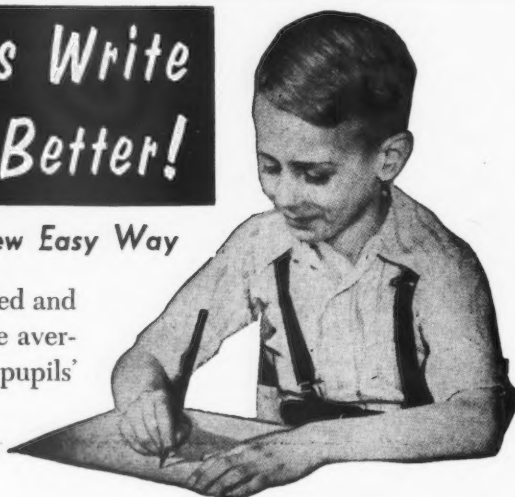
Exploring Science—1 reel, sound, color or B & W.

A story of how one boy becomes aware of the world of sound which exists all about him. Through experimenting with a tuning fork, he finds out that sounds are caused by vibrations, or movement, of different objects. Various sounds which all children will recognize are made use of to demonstrate that sounds can differ in pitch, in loudness, and in quality. *Intermediate, Junior High.*

**All Pupils Write
So Much Better!**

When Taught this New Easy Way

You will be complimented and delighted to see how the average quality of your pupils' handwriting is raised throughout all grades when you use —



CORRELATION in HANDWRITING

by Frank N. Freeman, Ph.D.

This progressive, modern plan is based on the Language Arts approach. It holds the child's interest from the first grade, starting with simple printing up to finished cursive writing in the eighth grade. By careful psychological guidance, this course helps develop good students—good citizens—as well as good writers.

Provision is made for individual differences in pupils—including the left handed child.

The entire program is surprisingly economical including two teaching aids that are truly professional.

**Write for Free Folder on
"CORRELATION IN HANDWRITING"**

THE ZANER-BLOSER COMPANY

612 North Park Street

Dept. C

Columbus 8, Ohio

Publishers of Handwriting Books Exclusively Since 1895

SOCIETY FOR VISUAL EDUCATION, INC.

1345 W. Diversey Parkway
Chicago 14, Ill.

Steps in Building a Paragraph (A1295)

Steps 1-3 (selecting a subject; limiting the subject; thinking about the topic) (40 frames).

Steps 4-5 (building a vocabulary; words expressing ideas to be developed; making an outline) (40 frames).

Steps 6-7 (beginning sentences that attract attention; the topic sentence; unity and coherence in paragraphs) (40 frames).

Steps 8-9 (effective ending sentences; titles for compositions) (40 frames).

SERIES CONTENT: This excellent series of filmstrips is designed to teach the fundamentals of creative writing. The series is suitable for use with any upper elementary or junior high school English text and possesses the following outstanding features: (1) children not only learn "how to write," but more important, "want to write"; (2) children "feel the subject" and know what it means to be "bursting with ideas"; (3) children experience the easy step-by-step procedure involved in working with paragraphs; and (4) children build a stock of words and use a well-formulated outline as "key" factors in their creative writing program.

UTILIZATION: These filmstrips may be used very effectively in: (1) inspiring children to write; presenting them with a wealth of ideas; (2) teaching children to

(Concluded on page 10A)

**PROJECT
IN BROAD
DAYLIGHT!**

SVE



School Master 500

Dual-Purpose Projector

Single Frame Filmstrips • 2x2 Slides

Teachers and administrators everywhere know the brilliant performance, versatility and rugged construction of the School Master 500. 500-watt lamp, super-blower cooling, trunion-type elevating. Uni-way threading, finger-tip framing. Aperture plates for added protection to filmstrips. Switch from filmstrips to slides in 7 seconds! New rewind take-up* accessory automatically returns filmstrips to original container, ready for next showing. Complete with carrying case and heavy duty horizontal transverse slide carrier, \$98.50. Projector only, \$84.50. School Master 300, only, with all major features—300-watt lamp, \$64.50. (*Rewind take-up for either model \$5.95 additional.)

SVE Instructor TRI-PURPOSE PROJECTORS

- Single Frame Filmstrips
- Double Frame Filmstrips
- 2 x 2 Slides

Simple Operation • Cool Performance

(Model number indicates lamp wattage)

| | |
|-----------------|----------|
| Instructor 300 | \$ 89.50 |
| Instructor 500 | 109.50 |
| Instructor 750 | 139.50 |
| Instructor 1000 | |
| AC only | 189.50 |
| AC-DC | 219.50 |

SOCIETY FOR VISUAL EDUCATION, Inc.

FREE

New SVE Catalog and Booklet
Hundreds of Filmstrips and Slide Sets listed and described. Indexed for easy selection. Send for your copy today.

"Teaching with a Filmstrip"—an interesting and informative booklet.

SOCIETY FOR VISUAL EDUCATION, INC. (A Business Corporation)

1345 Diversey Parkway, Chicago 14, Illinois

Please send me, without obligation, the SVE literature checked below:

- ☐ Educational ☐ Protestant Religious subjects
☐ Catholic Religious subjects
☐ Booklet, "Teaching with a Filmstrip"

Name.....

School (or Church).....

Address.....

City..... Zone..... State.....

The Clergy's Complete Mass Book

SAINT ANDREW DAILY MISSAL

Large Edition

This Missal masterpiece is your complete guide to the Liturgy of the Church. Heavily documented with notes on Doctrine, History, and Lives of the Saints, the large edition of the Saint Andrew Daily Missal has been concisely rewritten into modern and fluent English.

✓ Contains Latin text and complete English translations of all Masses and Paschal Vigil

✓ Includes supplementary Masses for different dioceses and countries

✓ Features Gregorian music for Mass, Vespers, Compline and Benediction

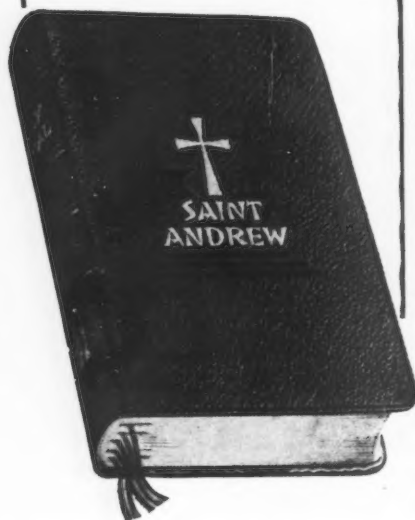
✓ Contains also, Benediction, litanies, prayers for Confession, Holy Communion, Forty Hours, Ways of the Cross, Angelus, Morning and Evening Prayers.

BINDINGS

| | |
|---|---------|
| 300L — Black cloth, semi-flexible, burnished red edges..... | \$ 7.00 |
| 301L — Imitation leather, burnished red edges..... | 9.50 |
| 301½L — Imitation leather, red under gold edges..... | 11.00 |
| 302L — American seal leather, red under gold edges, India paper..... | 13.00 |
| 305½L — Morocco leather, burnished red edges, India paper..... | 15.00 |
| 305L — Morocco leather, gold roll, red under gold edges, India paper..... | 16.50 |
| 305HL — Deluxe binding, Morocco flexible leather, red under gold edges, gold roll, India paper..... | 21.00 |
| 306HL — Deluxe binding in colors, Morocco flexible leather, red under gold edges, India paper, gold roll..... | 22.50 |

For sale at all Catholic Book and Church Goods Dealers

THE E. M. LOHMANN CO.
413-417 Sibley Street St. Paul 1, Minn.



Audio-Visual Aids

(Concluded from page 8A)

limit their subject to one specific topic; (3) instilling in students the ability to select the right word to express their ideas; (4) helping children to achieve orderly thinking by using an outline; and (5) introducing children to good paragraph form.

YOUNG AMERICA FILMS, INC.
18 East 41st Street, New York 17, N. Y.

Young America Films announces the release this month of three new 16mm. sound films for schools:

Acts of Courtesy

1 reel — shows the relationship between courtesy and our laws and customs, and

explains that courtesy is something extra we do to show our regard for others. Illustrated by many everyday examples of acts of courtesy. Designed for elementary school and junior high school guidance classes.

Words of Courtesy

1 reel — dramatizes the why and when of using the common words of courtesy. Emphasizes that an attitude of thinking of others is at the root of all courtesy. Designed for elementary school and junior high school guidance classes.

Caring for Your Toys

1 reel — within a typical family situation, this film shows the child how to care for his toys — how to use them, how to care for them, how to store them, etc. Designed for primary grade classes.

Catholic Education News

HONORS AND APPOINTMENTS

President of Psychologists

REV. VINCENT V. HERR, S.J., of Loyola University, Chicago, Ill., is the new president of the American Catholic Psychological Association. He assumed the office at a meeting of the Association at Fordham University, New York, on September 7. Father Herr, who was chosen president-elect last year, succeeds Rev. CHARLES A. CURRAN, DR. WM. A. KELLY, chairman of the division of educational psychology, measurements and guidance at Fordham, was chosen president-elect.

College President

REV. FRANCIS J. REINE, S.T.D., is the new president of Marian College, Indianapolis, Ind.

Cardinal Gibbons Medal

The 1954 Cardinal Gibbons Medal will be presented by the alumni association of the Catholic University of America to J. EDGAR HOOVER. The annual award is made to a man who has rendered distinguished service to the Catholic Church, the United States, or the Catholic University. The citation of Mr. Hoover says: "He has fought atheistic Communism during his entire career. History will record him as a great civil servant and a true leader of the forces against what has been termed 'the international criminal conspiracy.' His work has been equally effective in combating crime on the domestic front."

College President

DR. FRANCIS J. DONAHUE has been appointed president of St. Mary of the Plains College in Dodge City, Kans. This four-year, coeducational college with an affiliated high school department has been conducted since 1952 by the Sisters of St. Joseph of Wichita.

Liturgy Group Elects

BISHOP VINCENT S. WATERS of Raleigh, N. C., was elected president of the National

Liturgical Conference at a recent meeting in Milwaukee. Other officers elected were: Rt. Rev. MSGR. REYNOLD HILLENBRAND, Hubbard Woods, Ill., vice-president; Rev. ALOYSIUS F. WILMES, Elsberry, Miss., secretary; Rev. NORBERT R. RANDOLPH, Chicago, treasurer.

Dean at Loyola

REV. LAWRENCE V. BRITT, S.J., has been appointed dean of Loyola University's college of arts and sciences. He succeeds Rev. WILLIAM A. FINNEGAN, S.J., dean of the college since 1936.

Holy Cross President

VERY REV. WILLIAM A. DONAGHY, S.J., Campion House, Andover, Mass., has been named president of Holy Cross College, Worcester, Mass. Father Donaghy is a former member of the editorial staff of *America*, and is widely known as author and lecturer.

Bellarmino President

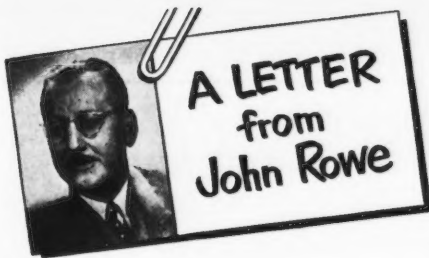
VERY REV. JOHN J. McMAHON, S.J., former provincial of the New York Province of the Society of Jesus, has been appointed president and rector of Bellarmine College, the major seminary of the Province of Plattsburg, N. Y. Father McMahon recently completed a six-year term as provincial.

AD MULTOS ANNOS

★ REV. CHARLES J. DEANE, S.J., of Fordham University, celebrated his golden jubilee on August 15. Father Deane has held a number of administrative and supervisory positions in both university and community capacities since he came to Fordham in 1921. He is now vice-president and secretary-general of the university. Father Deane was ordained by His Eminence James Cardinal Gibbons in 1918.

★ Four members of the Society of Jesus were honored at a Golden Jubilee dinner held

(Continued on page 32A)



ENCYCLOPÆDIA BRITANNICA

425 N. MICHIGAN AVENUE • CHICAGO 11, ILLINOIS

Dear Friend:

Are you a forgetter?

It pays to forget.

Do you organize your forgetting or your remembering?

"Forget this"

"Remember this"

I've often wondered whether successful persons forget more or remember more. Or do they just organize their forgetting and remembering better? I believe it's a matter of organization. Each of us has to learn untold numbers of things and remember many of them, but we also forget most of them.

Now the question is, which to remember and which to forget. You need a system in order to keep your mind open to learn and remember the new things. If you know of a place where someone is putting down all those little things you need from time to time, you can clear out of your remembering section a lot of unnecessary items and open it up for the new.

Your date and appointment book is your personal organized-forgetting, as is your list of addresses, telephone numbers and birthdates. Yet these are important items for you and you know where to look when you need them. In the meantime you read, you listen, you see, you think and your mind is free to sort out those things to remember and forget.

How do you decide? You skip over most of the meaningless words and pick up the choice new ideas. You get bored with the longwinded guy who rambles on and never gets to the point but may remember an idea he gave you. We actually see so little of what we look at and then only that for which we are looking. And thinking — well that's hard work — but if the mind is free from the odds and ends it can do a better job.

If the ideas and facts that are important to the problem at hand can be brought out for use and if you know where the other facts and ideas are put down for your use as needed, you can certainly come closer to a good solution to your problem.

So what is the point of all this? We at BRITANNICA JUNIOR believe these things to be true and are trying to provide young people with a method of organizing their forgetting-remembering system. We have organized a goodly portion of the knowledge of the world needed by children into one set. We have done an organized job of forgetting for the children by not even including the myriad things that no longer have any bearing on today or tomorrow.

In fact we have recently added to our staff, Don A. Walter, as managing editor of BRITANNICA JUNIOR. Dr. Walter has spent the last twenty-five years working in education trying to sort out that part of the old that was unnecessary and adding from the new that which has meaning to young minds.

So we do forgetting-remembering, organized on a big scale; big as history itself down through the ages; big as the world today with all its complexities. That's our business, and I believe you'll find it good business for you too.

Sincerely,

John R. Rowe
Educational Director.

TEXT BOOKS



SUMMA THEOLOGICA of St. Thomas Aquinas in English

A comprehensive summarization of Catholic Truth. Easy to consult, convenient to handle, profitable to own. For Priests, Religious, Seminarians and Laity. Contains 5 separate indexes. About 4000 pages, 7 1/4 x 10 1/4 inches. Three

Volumes, \$48.00; Red Morocco, \$85.00.

**For Libraries, Colleges, Universities,
Seminaries**

A GUIDE BOOK TO THE SUMMA

By Rev. E. F. Smith, O.P., and the Rev. L. A. Ryan, O.P.

A Five-Volume Series Covering the Four Years of College

Vol. II — Preface to Happiness

(Summa Theologica 1-11, QQ 1-89)

Selects the basic problems, cites the relevant principles, with references to the Summa. Other volumes in preparation. An introduction to the Summa, and the basis of a course in Theology for Laymen and those who are not Clerics. For Colleges, Summer Courses, Study Clubs, Discussion Groups, Priests, Sisters and Laity. 304 pages.....Net, \$3.50

I TEACH CATECHISM

By Rt. Rev. Msgr. M. A. Schumacher, M.A., Litt.D.

By using these manuals the teacher will be prepared for every lesson contained in the Confraternity Revised Baltimore Catechism. Topical outlines, summaries, motivations and examples provide ample material to lighten the busy teacher's work of preparation.

| | |
|--|------------|
| Vol. I — For Grades 1 and 2..... | Net \$2.80 |
| Vol. II — For Grades 3, 4, and 5..... | 3.20 |
| Vol. III — For Grades 6, 7, and 8..... | 4.80 |

AIMS AND METHODS IN TEACHING RELIGION

By Rev. John K. Sharp, M.A., S.T.B.

A Textbook for Seminarians, Novices, Students in Normal

Schools and for All Who Teach Religion

The author, an expert in the methodology of pedagogics, presents in a practical way the more important ideas, principles and experiences that underlie efficient Catechetical instruction. 407 pages.....Net, \$4.75

AN EXPLANATION OF THE BALTIMORE CATECHISM

Father Kinkead's Handbook for Teachers and Advanced Classes.

Net, \$2.75

ANECDOTES AND EXAMPLES ILLUSTRATING THE CATHOLIC CATECHISM

Rev. F. Spirago — Rev. J. B. Baxter

Net, \$5.50

HANDBOOK OF THE CHRISTIAN RELIGION

For the use of Advanced Students.

Rev. W. Wilmers, S.J.

Net, \$3.75

THE CATECHISM EXPLAINED

Rev. F. Spirago — Rev. R. F. Clarke, S.J.

Net, \$6.50

A HISTORY OF CATHOLIC EDUCATION IN THE U. S.

Very Rev. J. A. Burns, C.S.C., and B. J. Kohlbrenner

Net, 3.60

A STUDY OF SECONDARY EDUCATION

Very Rev. Msgr. E. J. Goebel

During the Colonial period up to the First Plenary Council of Baltimore, 1852.

Net, \$3.75

BENZIGER BROTHERS, Inc.

6-8 Barclay Street

New York 8, N. Y.

Telephone: ALgonquin 4-3053

BOSTON 10 CHICAGO 6 CINCINNATI 1 SAN FRANCISCO 3

Social Studies for Our Times

- With emphasis on history —

MAN'S WAYS AND TIMES

Todd, Cooper, Sorensen

Grades 3 through 6

WAYS OF OUR LAND OLD WAYS AND NEW WAYS NEW WAYS IN THE NEW WORLD WORLD WAYS

- With emphasis on geography —

MAN IN HIS WORLD

1954 revision

Barrows, Parker, Sorensen

Grades 4 through 7

OUR BIG WORLD THE AMERICAN CONTINENTS OLD WORLD LANDS A WORLD VIEW

THEN AND NOW IN THE UNITED STATES

Eighteen social studies filmstrips, all in color

SILVER BURDETT

45 East 17th Street, New York 3

Chicago, Dallas, San Francisco

Editorial Comment and Reviews Concerning...

PROBLEMS and OPPORTUNITIES IN A DEMOCRACY

by The Rev. John F. Cronin, S.S., Ph.D.

Cheered Its Publication in July.

●
A Text for Seniors in High School.
Stresses Catholic Social Thought
in the Vital Areas
of
Sociology - Economics - Politics - and
World Affairs

●
Acclaimed in: *America*, *Work*, *Commonweal*,
Interracial Review, *Chicago Sun Times*,
Act — the CFM monthly.

MENTZER, BUSH and COMPANY

2210 So. Parkway

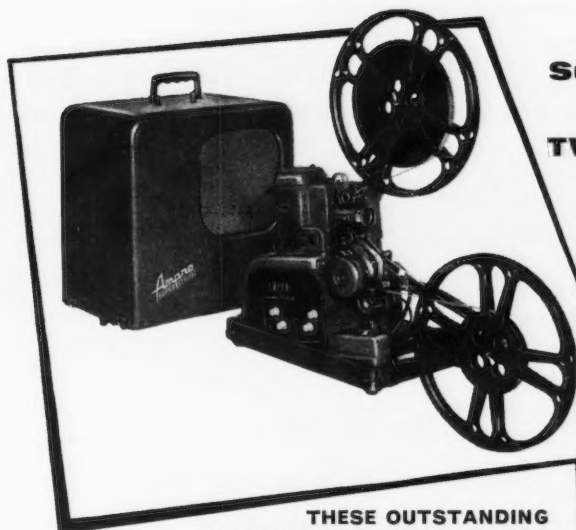
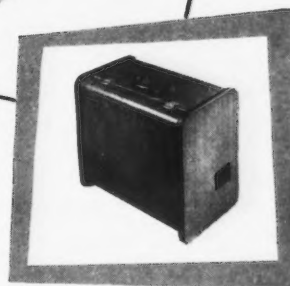
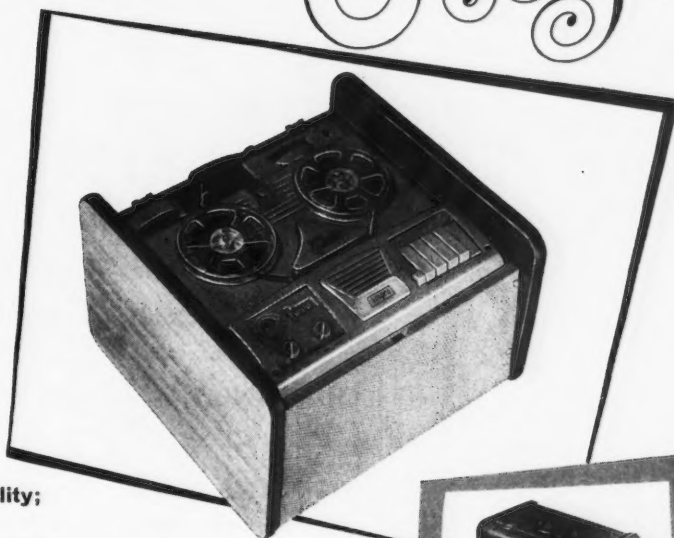
Chicago 16

this tape recorder is *no Sissy!*

While every other tape recorder is made essentially for carefully-handled home playing . . . this new "Classic" model by Ampro is designed and quality-built for use at work . . . your kind of work. Bone-hard, glass-smooth plastic finish sides are girdled by rubber guard rails. Entire case is scuff-scratch-stain resistant. There's nothing else like it in the world!

THE AMPRO "CLASSIC"

- Two Speeds ($7\frac{1}{2}$ i.p.s. for high fidelity; $3\frac{3}{4}$ i.p.s. for long play)
- Automatic Selection Locator
- Electro-magnetic Piano-Key Controls
- Safety Tab . . . prevents accidental erasure.



THESE OUTSTANDING
TEACHING AND TRAINING AIDS
ARE AVAILABLE FROM YOUR AMPRO AUDIO
VISUAL DEALER. CALL ON HIM
FOR ALL YOUR A-V NEEDS.

LOOK and listen to
AMPRO
Famous For The Finest

Super Stylist "10"

16mm SOUND PROJECTOR PRESENTS A

TWO WAY APPROACH TO THE MIND

Crystal-clear sound and vividly brilliant pictures combined as only Ampro engineering can combine them! Remember: the only thing better than a picture is a picture that moves and talks!

- 10-inch Alnico-5 P.M. Speaker
- Powerful 750-1000 watt lamp
- 2-in. super-coated f/1.6 lens
- Operates at both sound and silent speeds

AMPRO CORPORATION

2835 N. Western Ave., Chicago 18, Illinois

Gentlemen:

Please send complete literature and information as follows:

- ☐ Ampro Super Stylist 16mm Projectors
- ☐ Ampro "Classic" Tape Recorder
- ☐ Name of my Ampro audio-visual dealer

Name _____

Institution _____

Address _____

City _____ Zone _____ State _____

Outstanding Heath books:



For further
information write to

D. C. Heath and Company

HEATH ELEMENTARY SCIENCE

Herman and Nina Schneider

A basal elementary science series for grades 1 through 6. *Science for Work and Play* (grade 1), *Science for Here and Now* (grade 2), *Science Far and Near* (grade 3). Books for grades 4, 5, 6 in preparation.

THE FIRST BOOKS

10 new supplementary readers for the intermediate grades featuring *Airplanes, America, Bees, Birds, Dogs, Electricity, Horses, Japan, Presidents, and Trees.*

READING ROUNDUP

Witty, Peterson, and Parker

A basal reading-literature series: *Book One, Book Two, and Book Three* for grade 7, grade 8, and grade 9.

IT'S FUN TO FIND OUT

Paul Witty and the Educational Research Staff
of Encyclopaedia Britannica Films

A series of 16 delightful easy-to-read books for ages 6-9.

OUR ANIMAL STORY BOOKS

Osswald, Sondergaard, and Reed

Ten little books that make children's early experiences in reading enjoyable.

TEEN-AGE TALES, Books 1 and 2

Strang and Roberts

Exciting variety of easy reading for high school boys and girls.

Sales Offices: New York 14 Chicago 16 San Francisco 5 Atlanta 3 Dallas 1

Home Office: Boston 16

CONFIDENCE

That Has Built National
Popularity

Many thousands of teachers have learned that they can select and use 20th CENTURY TYPEWRITING in its latest edition with the greatest confidence and satisfaction. 20TH CENTURY TYPEWRITING is many things to many people at the same time. It recognizes the many conditions under which typewriting is taught and the various levels of ability of students. It combines the best of the new practices with the best of the old practices.

20th CENTURY TYPEWRITING

6th Edition —

By Lessenberry-Crawford

The reliability of 20TH CENTURY TYPEWRITING has led to its use in more schools than all competing books combined and its popularity is still growing. The new sixth edition is adopted in all states that have made recent adoptions and in most cities that have made recent adoptions.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 2 New Rochelle, N. Y. Chicago 5 San Francisco 3 Dallas 2

NEW MCGRAW-HILL FILMS

Simple Nursing series

12 filmstrips to teach nursing care — for courses in home nursing, for instructing nurse's aides and to orient those planning to enter the nursing profession.

Health series-in prep.

5 films for high school health education. *The Heart — How It Works; Sniffles and Sneezes; Community Health and You; Parents Are People Too; Your Body During Adolescence.*

Write: TEXT-FILM DEPARTMENT

McGraw-Hill Book Company

300 West 42nd Street — New York 36



Machines drop down into table; removable panels slip into place to provide smooth cutting surface.

New-model **SINGER** COMBINATION SEWING AND CUTTING TABLE

provides machines for two students, work space for two more!

What a wonderful way to solve the problem of limited space! Every new SINGER* Table holds two full-sized SINGER* Sewing Machines and provides ample work space for two more students as well!

Because the new SINGER Table is both a sewing and cutting table, complete sewing equipment is right at hand! Gone are the days of students constantly shuffling back and forth between machine cabinets and cutting tables.

Students work comfortably. Teaching is simple, orderly, efficient.

Yes... with the versatile new SINGER Tables performing so many functions, you actually can fit more machines into a minimum of space! And you'll be amazed to see how these tables brighten and mod-

ernize even the smallest classroom.

The new SINGER Table is available in blond or dark wood, with a sturdy, scratch-resistant "Formica" top in a choice of colors.

Just look at these convenience features!

- Two handy drawers—plus two deep openings to accommodate all standard tote trays.
- Drop leaf for extra space. (Second leaf available for other end if desired.)
- Built-in knee levers.
- All metal parts grounded.
- Safety switch—cuts off power automatically when machines are lowered.
- Dustproof shields—completely enclose

machines when not being used.

- Tamper-proof locks on panels.
- Size—60" x 42" x 30" with 18" leaf.

Available at regular school discount with any full-sized SINGER head—Straight-Needle, Swing-Needle* or Slant-Needle.*

New! Free Folder on Fashion Stitches for Altar Linens

Illustrated directions for embroidering altar linens and vestments *by machine*—without attachments. Send for *your* copy.

SINGER SEWING MACHINE CO.
Educational Dept., 149 Broadway, N.Y. 6, N.Y.

Please send new folder on fashion stitches for altar linens and vestments.

Name _____
Position _____
School _____ County _____
Street _____
City _____ Zone _____ State _____

SINGER SEWING CENTERS

THERE'S ONE NEAR YOUR SCHOOL

*A Trade Mark of THE SINGER MANUFACTURING COMPANY.

Copyright, U.S.A., 1954, by THE SINGER MANUFACTURING COMPANY. All rights reserved for all countries.

DOUBLEDAY IMAGE BOOKS



**READY NOW — at your bookseller —
the handsome inexpensive Catholic
books you've heard so much about**

"... making
the world's finest
Catholic literature
available to
all..."



**LOW-PRICED, DELUXE POCKET SIZED EDITIONS OF
OUTSTANDING CATHOLIC WORKS FOR EVERY
TASTE AND INTEREST . . . already acclaimed in
advance in every important Catholic publication.
The original editions of these famous books sold
for prices up to \$4.00.**

"A major development in the
history of American Catholic
letters." — **AMERICA**

"Catholic readers should—and
will—welcome this new ven-
ture with their complete and
enthusiastic support." — **THE PILOT**

OUR LADY OF FATIMA — Wil-
liam Thomas Walsh. The
miraculous appearance and its
world-wide significance.
Orig. \$3.50 65¢

THE SPIRIT OF CATHOLICISM —
Karl Adam. Full explanation
of the true spirit of the
Church.
Orig. \$3.75 75¢

DAMIEN THE LEPER — John
Farrow. A story of courage
that has become a legend.
Orig. \$3.00 65¢

**A POPULAR HISTORY OF THE
CATHOLIC CHURCH** — Philip
Hughes. Complete one-volume
history.
Orig. \$3.75 85¢

"An unmatched opportunity
to acquire an inexpensive and
thoroughly serviceable library
of Catholic titles." — **THE SIGN**

"A giant step in the right
direction." — **INFORMATION**

MR. BLUE — Myles Connolly.
Modern Classic about a con-
temporary St. Francis.
Orig. \$2.50 50¢

**THE DIARY OF A COUNTRY
PRIEST** — Georges Bernanos.
Compassionate novel of French
village life.
Orig. \$4.00 65¢

**THE CHURCH SPEAKS TO THE
MODERN WORLD** — Ed. by
Etienne Gilson. The social
teachings of Leo XIII.
New Book 95¢

PEACE OF SOUL — Fulton J.
Sheen. Bishop Sheen's greatest
best-seller.
Orig. \$3.00 75¢

DOUBLEDAY IMAGE BOOKS 575 Madison Ave.
New York 22, N. Y.



WARP'S

**REVIEW-WORKBOOKS
HAVE SERVED
EDUCATION
SINCE 1916**

**Good Teaching . . .
Memorable Teaching**

depends upon repetition, especially rep-
etition that is not tiresome, dull, and
monotonous to pupil and teacher.

Repetitious learning will not be dull
or uninteresting if you will use WARP'S
REVIEW-WORKBOOKS in all your classes.
These books follow a challenging five-
point plan that takes the pupil over the
subject matter in five different, five mem-
orable, five fascinating ways. Your classes
will become an adventure in learning for
every pupil once you begin using these
REVIEW-WORKBOOKS.

**WARP'S
REVIEW-WORKBOOKS**

are available in all subjects for
Grades Five, Six, Seven, and
Eight.

Write for FREE Catalogue

WARP PUBLISHING COMPANY
MINDEN NEBRASKA



**Free
to
TEACHERS**

**NEW KIND
OF LATEX
RUBBERS**

"totes"

**END STRUGGLES
WITH HEAVY
CLUMSY OVERSHOES**



**Children
put on
ALONE**

To acquaint you with these popular new
easy-to-put-on latex rubbers, we'll gladly
send you a pair FREE!

Use as "emergency spares" for children who forget their own . . .
and to help you in teaching better foot-health habits.

NOTHING TO BUY — NO OBLIGATION

Just send us your name and address and the name and address of
your favorite shoe or department store. We'll mail your free
"totes" direct to you, postpaid, as part of our national advertising
campaign. They will be slight imperfections of regular 98¢ "totes"
but waterproof and 100% wearable. 15,000 teachers now using
these handy new overshoes. Get a pair for your class too while
free supply lasts!

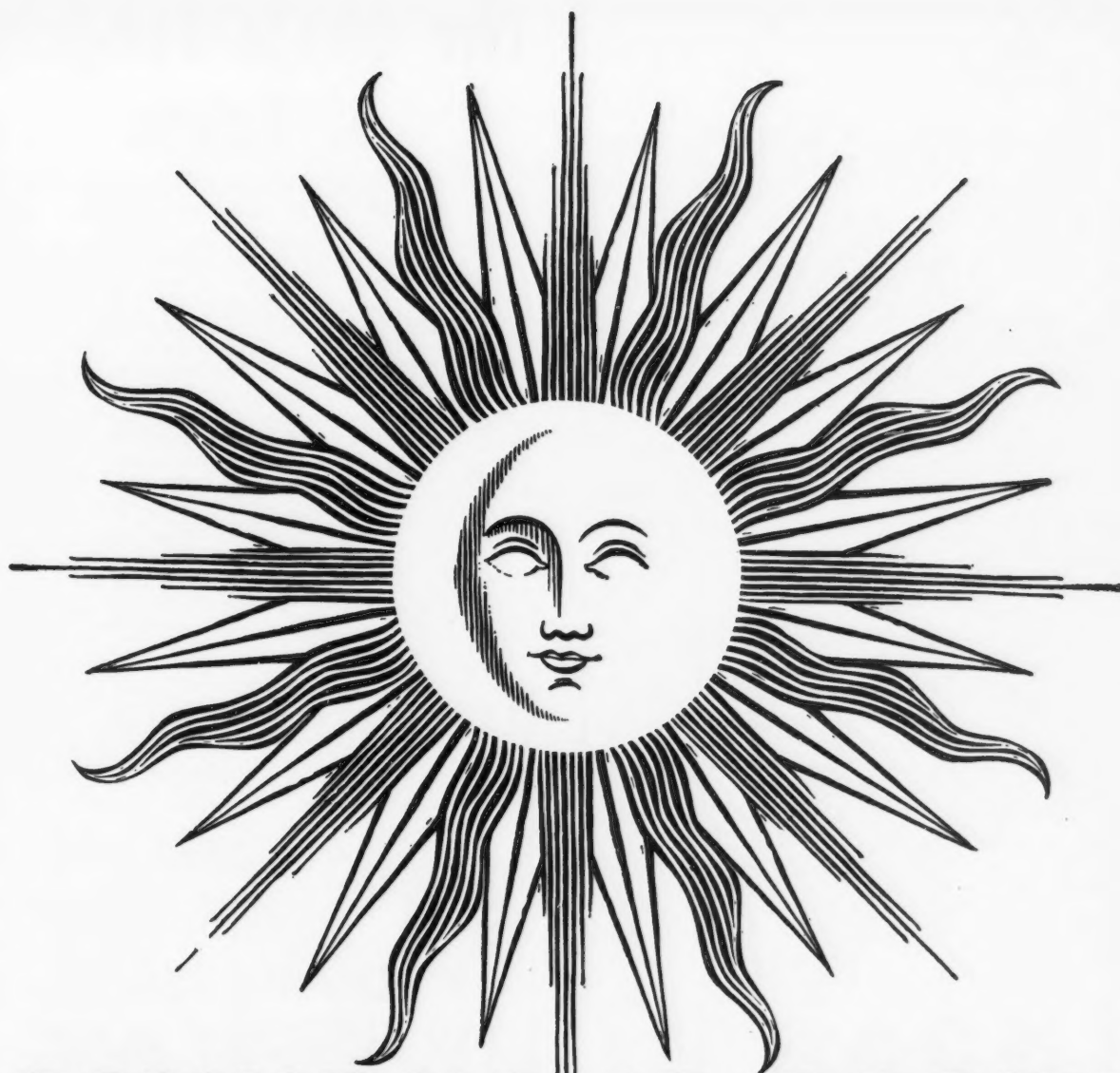
TEACHERS! For Yourself:

Get yourself ready for cold, wet days. Women's nationally
famous "totes," regular \$2.98 if perfect, your TWO PAIRS
for just \$1.00. These are slight irregulars but waterproof,
100% wearable. Millions of women buy "totes" in stores
at \$2.98. Now help us advertise and save. But hurry, quan-
tities limited. Rush \$1.00 with shoe sizes, and 30¢ in
coin to cover postage to

SO-LO MARX RUBBER CO.

Loveland 32, Ohio





OMNIBUS IS BACK!

With the opening of its third season on Sunday, October 17, **OMNIBUS** continues to pioneer in the field of television entertainment.

You may remember Orson Welles in "King Lear" ...presentations with the Metropolitan Opera ...the story of the New York Times. Or how the **OMNIBUS** cameras followed the flight of a rocket, peered through

an electron microscope or revealed the strategy of a famous football coach.

OMNIBUS offers entertainment enriched with educational and cultural values. It provides America's teachers...and students...with an exciting bridge between home and the classroom.

Tune in...remind your family and friends:

"OMNIBUS"...Sunday afternoons on the CBS Television Network

PRODUCED WEEKLY BY THE TV-RADIO WORKSHOP OF THE FORD FOUNDATION

JUST PUBLISHED

Index to

Children's Poetry: First Supplement

Compiled by John E. and Sara W. Brewton
Cloth Bound, 407 pages, 1954, \$6.00

Graded for all children's groups, from the nursery to the high school, this first supplement indexes 66 collections of poems published between 1938 and 1951. In dictionary form, the index features title, subject, author, and first line entries.

All told, more than 7000 poems by about 1300 different authors are classified under some 1250 subject headings. This thorough coverage includes books partly in prose and partly in verse; collections on special subjects, and comprehensive and classic collections classed as reference volumes in the *Children's Catalog* and *Standard Catalog for High School Libraries*.

The "Analysis of Books Indexed" which appears at the beginning of the *Index* is especially helpful as a guide to purchases. In detail it gives the contents of each book, the number of poems included, number of authors represented, and the number of poems in each group or classification.

Main edition of *Index to Children's Poetry* still available. 996pp. 1942. \$10.00.

RECENTLY PUBLISHED AUDIO-VISUAL GUIDES:

1. EDUCATIONAL FILM GUIDE

Completely Revised 11th Edition \$7.50 1953

A subject and title guide to eleven thousand 16mm films (almost 3,000 FREE) with full descriptive and cataloging information and Directory of Sources. Annual and semi-annual supplement service for 3½ years at \$7.50 additional charge. (\$12.50 package price for both 11th ed. and supplement service.) (All foreign prices \$1.00 higher.)

2. FILMSTRIP GUIDE

Completely Revised 3rd Edition \$5.00 1954

Descriptions of 5,882 35mm filmstrips. Supplementary service annually and semi-annually for 3½ years \$5.00 extra. (\$8.50 package price for both 3rd ed. and supplement service.) (All foreign prices \$1.00 higher.)

THE H. W. WILSON COMPANY

950 University Avenue • Box L • New York 52, N. Y.

the Little Singers of Paris

"LES PETITS CHANTEURS A LA CROIX DE BOIS"
Under the direction of Msgr. F. Mailliet



One of the world's most popular singing groups. A mixed choir (sopranos, altos, tenors, and basses) of 32 boys from 11 to 17 years of age. Truly a traveling group, they have given nearly 7,000 concerts in forty different countries. Unanimously acclaimed by leading music critics throughout the world.

Special programs available specifically prepared for schools and colleges.

now booking



THE LITTLE SINGERS OF PARIS
1420 Ave. of the Americas
New York 19, New York



the Cram Man
says:

"Some Lead, Others Follow"

CRAM publishes 142 HISTORY MAPS

The World's largest selection of American and World History Maps. All maps are uniform in size—52 inches wide. No confusing insert maps.

Unequaled in their scope, Cram History Maps cover the activities of manhood from the dawn of civilization down to the present.

A thorough knowledge of all History, Medieval, Ancient, as well as Modern, will enable our youth of today to accept leadership and take their place in future world affairs.

The unmatched superiority of Cram History Maps is due to the fact that they have been edited by a firm of educational publishers since 1867—developed and tested in thousands of classrooms.

LET THE CRAM MAN CALL—See for yourself Cram's complete line of teaching aids—Globes, Maps, Charts and all types of wall mountings to meet your requirements.

Send today for New Catalog No. 86-B

Members of the National School Service Institute

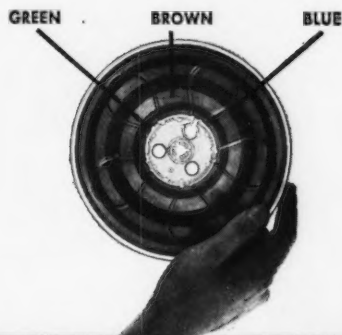


THE GEORGE F. CRAM CO. INC.

730 E. Washington St., Indianapolis 7, Ind.

Colored audiotape

now available
at NO EXTRA COST!



ONLY AUDIOTAPE offers you the time-saving, effort saving advantages of color cueing and color coding—in a magnetic recording tape known the world over for outstanding quality and uniformity

● Now available on distinctive green and blue plastic base, in addition to the standard brown color, Audiotape permits instant visual identification of recorded selections—on the same or different reels.

Sections of colored Audiotape, spliced into a single reel, stand out clearly without the need for any identifying leaders. Selections can be cued in this manner with great ease and precision. Also, complete reels, recorded on colored tape, are easily identified as to content, tape speed, single or dual track or any other desired classification.

Audiotape plastic reels, in 7-inch and 5-inch sizes, are also available in attractive, jewel-tone colors—red, yellow, green or blue, as well as clear plastic. Here, too, coding and filing by reel colors offer many opportunities for easier identification of your tape recordings. And, like colored-base Audiotape, the colored reels are available at no extra cost.

Ask for an assortment of colored Audiotape. It will speak for itself—in performance and in cost.

AUDIO DEVICES, Inc.

444 Madison Ave., New York 22, N. Y.

Offices in Hollywood — Chicago



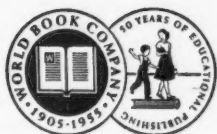
A NEW INTELLIGENCE TEST

- that gives all children equal opportunity to demonstrate their basic intellectual resources.
- that children enjoy taking.
- that stimulates and motivates pupils to demonstrate their full problem-solving ability.

DAVIS-EELLS GAMES

by Allison Davis and Kenneth Eells

This unique measure of general intelligence, or problem-solving ability, for children in grade 1-6 is independent of reading skill, school instruction, or speed of response. A comprehensive and especially informative Manual detailing the theory and use of Davis-Eells Games is available for 80¢.



For information and specimen sets, write,

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York

2126 Prairie Avenue, Chicago 16

SCHOOL NEW YEAR'S RESOLUTION: Easier Teaching, More Interested Pupils!



Executive Model SRT-403—3 speakers, 2 operating speeds, Remote Control Accessory, 60-cycle AC operation. 35 lbs., 10" high x 15 $\frac{1}{8}$ " x 14 $\frac{1}{2}$ ".

RCA Push Button Tape Recorders

in three
new models

A pupil who can *hear* his own performance and studies it . . . makes progress that much faster. He's a more understanding, more receptive student. Teaching him is easier. And to help build this dynamic teacher-pupil relationship, RCA announces 3 *new* Push Button Tape Recorders.

For corrective, drama or speech classes, language arts or music instruction . . . for broader teaching horizons in *any* course . . . RCA brings you the easiest-to-use tape recorders any school can own. At the push of a button, they start, record, stop, play back and erase like that! Each records from a tone-sensitive microphone, or from radio, phonograph or PA systems. They're truly portable, easy to carry . . . and each is in a handsome, rugged case.

Make *your* new school year's resolution . . . an RCA Push Button Tape Recorder. The coupon brings you details.



RADIO CORPORATION of AMERICA
EDUCATIONAL SERVICES CAMDEN, N. J.

Senior Model SRT-402—2 speakers, 2 operating speeds, Remote Control Facility, 60-cycle AC operation. 32 lbs., 10" high x 15 $\frac{1}{8}$ " x 14 $\frac{1}{4}$ ".

Deluxe Model SRT-401—5" x 7" speaker, 2 operating speeds, Remote Control Facility, 60-cycle AC operation. 28 lbs., 9" high x 13 $\frac{7}{8}$ " x 14 $\frac{1}{4}$ ".

EDUCATIONAL SERVICES, Dept. L-3
Radio Corporation of America, Camden, N. J.

Please send me information on the 3 new
RCA Push Button Tape Recorders

NAME _____

ADDRESS _____

CITY _____

ZONE _____

STATE _____

Is School Administration On the Right Road?

Man is both an individual and a social being. As such his Maker created him; as such his educators must develop him; as such the school administrator must minister to his needs. These needs are supernatural and natural. "By their nature the agencies of education are divided into primary and secondary. Primary agencies are God and the child."¹ God is the agency for the supernatural; the child (since learning is self-activity) is the natural agency for itself. The secondary agencies are chiefly the family, the Church, the State, and the school. These basic conceptions the school administrator may never forget. Remembrance of them helps squelch his pride, points up his aims, gives right reason to his work, and solid footing for the educational superstructure his leadership is expected to build.

The school administrator is an executive of a singular rank in a *target position*. His primary targets should be the educand and society. His secondary targets are legion: the entire school personnel, school properties, school law, the community's aspirations, the school board, school finances, school records, school objectives, school philosophy, etc. His is a big job, a big business, requiring of the administrator an abundance of native intelligence, keen interest in his customers' requirements, and great ability to make his way with educational customers. The demand for his goods is ever on the increase. And the supply—ah, there's the rub. Thereon

¹Redden and Ryan, *A Catholic Philosophy of Education* (Milwaukee, Wis.: The Bruce Publishing Co., ed. 5, 1949), p. 104.

Rev. Andrew Kunkel, O.S.B., M.S.Ed.

Teacher of Education, Major Seminary
Rector, Minor Seminary
Conception, Mo.

hinges my question: Is our modern school administration on the right road? Does it offer its customers what, misguidedly, they think they want, or what by the nature of their being, they really want and need?

Who and What the Customers?

To discover and supply his customers' *real wants* and *needs* the wise administrator seeks first to learn *who* and *what* his customers really are. Are they mere puppets to be deftly manipulated according to passing educational theories and norms? Have they come to purchase tinselled, highly advertised wares of whose values they know little and care even less? Or are many perhaps innocent, inexperienced neophytes and others, shrewd connoisseurs of high quality goods, made to fit the customer's individual needs and tastes? Let us ask some of these customers, say Pat and Betty by name: "What are you? Tell us about yourselves."

Without hesitation they reply: "Oh! We're children of God and heirs of heaven. Our bodies did come from our parents; but our souls came directly from God. We're living human beings, endowed with such wonderful powers as intelligence, conscience, and free will. God created us to know, love, and serve

Him here an earth; yes, but He made us especially to be eternally happy with Him in heaven. Our Maker also gave us the power to learn, to learn truths in both the natural and supernatural order. That's really why we're here, to purchase these two types of truths. We've heard that the truth shall make us free, free from error, ignorance, sin, and darkness. We want the life. Jesus told us: 'I am the way, and the truth, and the life.'² Will you show us that way, dear administrator of God's gifts? Will you sell us the truth and the-life?"

What the Truth and Life?

Sad to say, many an administrator is puzzled by his customers' request for the truth and the life. "Modern educational thought and practice are characterized by confusion and bewilderment. — This bewilderment," says R. M. Hutchins, "is the product of pride and ignorance. — It is a bewilderment which is fostered and propagated by fashion, print, and iteration. — It is difficult to come to grips with the modern mind, because it is as nebulous and shifting as smoke or cloud. The concrete effects of modern mental bewilderment are everywhere discernible, in the individual, in the economic and social orders, as well as in the political and international ones."³ To this W. H. Kilpatrick adds:

There probably never was a time during the past century when the American people were less sure of the essential finality of their institutions than they are at the present moment. But what is it that is

²Jn. 14:6.

³ & ⁴*Ibid.*, pp. 3-4, quoted.

wrong? On this point we seem to be pretty much at sea. For this situation education, owing to its own inherent confusion, must accept a large measure of responsibility.⁴

Are you doing anything about this indictment, administrators? You're the leaders. Your customers are looking for the truth and the life, for bread. Will you give them a stone instead? What is the truth and the life they really want? The children said they were made especially to be happy with God in heaven. Here then is a cue. Education must train man according to his true nature and for his final end. This is the ultimate aim of correct education, the same as the ultimate aim of life, namely, eternal happiness with God in heaven. "This ultimate end of education, as of life, cannot change with time, place, or persons. It must be formulated in terms of eternal values which, of necessity, are unchanging and unchanged."⁵ This then is the answer to Kilpatrick's question: "What's wrong in the world today?" And, why must education accept a large measure of responsibility for what's wrong? Because many modern philosophies of life and education are falsely interpreting man's nature and last end, and, consequently, also the functions of the educative process.

It was noted above that man is both an individual and a social being. This should indicate to the administrators that there is not only a primary, ultimate aim of man, but that there must also be secondary aims, such as: the development of (1) an intelligent educand, (2) a spiritually minded educand, (3) a cultured educand, (4) a healthy educand, (5) a vocationally prepared educand, (6) a socially minded educand, and (7) (for us Americans) an American educand. Further it indicates that besides the primary agencies of education — God and the child — there are also secondary agencies of education, such as the family, the Church, the State, and the school, so-called formal educational agencies, in contradistinction to the informal educational agencies — the physical environment, the library, the companions, the theater, the newspaper, radio, television, etc.

The School's Business

Each of the formal educational agencies has its own rights, obligations, and functions, distributed proportionately by God Himself in accordance with the

⁴Ibid., Redden & Ryan, p. 55.

purpose and function He has ordained for each. Harmoniously working together they are to fashion one unified human society. The family's rights come first in virtue of the child's origin; the Church's rights come next in virtue of Christ's command that it should teach all nations, and because of its divinely appointed supervisorship over all human activity having a bearing on man's last end; the state, as a perfect society in the natural order, has such God-given rights in education as have a bearing on the temporal well-being of its members, furthering and insuring protection for their religious, scientific, cultural, economic, and social development. And as for the school, what are its rights? Such as the other educational agencies may delegate to it, and such as may accrue to it concomitantly in virtue of its obligations and functions. Since the family alone, an imperfect society, cannot adequately fit its offspring as happy individuals and worth-while members of society, the school has been instituted "to supplement and complement the work of the family." Its business, therefore, in the name of the family, is "the development and guidance of the child (in its self-activity) physically, intellectually, socially, emotionally, and spiritually."⁶ For success in its business, the school must have the blessing and wholehearted co-operation of the Church and the state, certainly not their opposition.

Theory of Public Education

The above theory of the school's nature as being that of a subsidiary agency to the family, under the protectorate of the Church and state, may come as a surprise to those who fail to see the connection between the purpose of education and the nature of the educand and his ultimate end. Our American theory of public education rests upon the theory that the state is the people. The people want a democracy, which in turn needs equal opportunity of education for all, because all, by their right of vote, share in the operation of said democracy. Hence the state, to insure its own effective operation has not only the right, but the duty of establishing schools — free public or state schools — to the end that all, irrespective of race, color, and creed, or lack of finances, may have an equal opportunity for education. As Jesse B. Sears tells us: "Our theory of public education is concerned

⁶Ibid., Redden & Ryan, p. 117.

not only with the theory of state — society — school relationships; it is also concerned with the theory of education itself, and with our theory of organization and management of it."⁷ But how did the state ever get into the educational business?

Certainly it is known that America's first colonists at Massachusetts Bay, 1629, as at Plymouth, etc., were seekers of religious freedom, and recognized the prior right of the supernatural agency, the church, over the natural agency, the state, even in matters educational. Thus they provided state support for their ministers as early as 1638, and in 1642 required their town councilmen to see to it that "the parents and masters were carrying out their duty in educating children to read and write, thus giving legal recognition to the unity of learning and religion in America."⁸

J. Paul Leonard observes further that the Massachusetts' laws of 1647 "required every town of fifty householders to establish a school to teach reading and writing, and every town of a hundred householders to set up a grammar school to fit youth for the university — . These last two laws are significant for two reasons: (1) they were the first laws in America relating to education; and (2) they gave legal sanction to the direct union of religion and education for the advancement of the state."⁹

During this period of union between religion and education, town meetings by the inhabitants had control of the schools, with the local minister usually certifying to the moral and educational fitness of the teachers. Gradually, as the hard task of earning a living and guiding new communities preoccupied the people in general, selectmen, or committees were chosen to take over control of the school affairs, such as appointing teachers, inspecting schools, laying off new districts, etc. By 1789 a new Massachusetts law gave legal recognition to the selectmen's functions and laid upon them the responsibility for the certification of teachers and inspection of schools. It also "legalized the division of the town into school districts each with its own school,"¹⁰ with the local minister, or ministers, still assisting the selectmen, or committees.

⁷Jesse B. Sears, *Public School Administration* (New York: Ronald Press Co.), p. 103.

⁸J. Paul Leonard, *Developing the Secondary School Curriculum* (New York: Rinehart & Co., Inc.), rev. ed., p. 4.

⁹Ibid., J. P. Leonard, p. 5.

¹⁰Edward H. Reisner, *Nationalism and Education Since 1789* (New York: The Macmillan Co., 1922), p. 353.

The Law of 1800

Edward H. Reisner informs us that:

A law passed in 1800 gave inhabitants of the school districts the right to hold school meetings, to determine upon sites for school buildings, and to tax themselves for the erection of school premises and the maintenance of schools. In 1817 the districts were made legal corporations with full responsibility and power before the law. In 1827 the final step in the development of the school district was taken, when all towns which were divided into school districts were obliged to choose a prudential committee of one for each district who should have responsibility for the school property and the power to select and appoint the teacher for the district.¹¹

So we see the evolution of schools in America from the town or community controlled, to the district controlled, but this civil control of education almost up to the time of Horace Mann, as Reisner reminds us, "meant control by the (Congregational) church, with large influence residing in the local pastors and the private initiative that operated in the provision of the school was exhibited by religious organizations. During this early period the religious question in education was in no sense acute. Up to about 1830, it may be said, that the provisions of schools had *not yet* been *accepted* in the United States as a public obligation."¹² Schools were public only in the sense that local communities provided for the rudimentary educational needs of their children by establishing, financing, and controlling them with the guidance of the church agency. Secondary schools were usually private philanthropic undertakings.

But with the flow of new blood and new ideas into free-for-all America, with the rise of sectionalism, industrialization, and the revolutionary fever for freedom, and, to no small degree also, because of the aversion of the money-poor pioneers to increased taxation, and because of lack of clergy to maintain constant contact with communities, new theories for school control began to appear. The masses had to be educated, if democracy was to survive. America must become a classless nation with equal right for all, including education and franchise. Since the church and community are not equal to the task, then let the state and federal powers step in. In fact, why bother with the Church at all. If the State must needs help finance

the schools, then let the State also control them. So we find the first English high school of Boston came into being in 1821.

In 1830 in Philadelphia a workingmen's meeting resolved that "there can be no real liberty without a wide diffusion of real intelligence—that until means of equal instruction shall be equally secured to all, liberty is but an unmeaning word, and equality an empty shadow." For the poor middle class and the laborers the only school that was self-respecting for their children was one supported by the state and open and free to everybody alike.¹³

So the die was cast. The pressure was on the federal and state governments to lend a helping hand in education. The Federal Government responded in 1785 already by reserving the sixteenth section of each newly surveyed township for the maintenance of schools. The land grant policy continued to grow. As mentioned above, Massachusetts in 1642 had made the first incipient step in state control of schools by holding parents and guardians responsible for the education of their children. Other New England states, with the exception of Rhode Island, gradually followed suit, and by the time the Union was established all New England, except Rhode Island, had some rudimentary form of state control of education in operation.

Facts Worthy of Note

This idea of *public school* did, of course, not originate in America, but in Prussia. Nor is the public school the only American school. Local, district, religious, and private schools existed long before the public school officially came into being in 1821. The great traditions and foundations of our country were formed without it. The signers of the Declaration of Independence certainly never attended a public school as such, nor did the Americans who fought in the Revolutionary War. Nor were our first Presidents educated in so-called public schools. Hence Franklin D. Roosevelt rightly remarked on one occasion:

If Catholic schools prepare youth for better citizenship; if our country will be benefited by the character built on the eternal principles of religion and morality—They (the Catholic schools) are in reality public schools.

To return then to my original question: Is our school administration on

the right road, the answer must evidently be in the negative, because the heart of that which school administration administers has been removed. Religion, the knowledge of God and His teachings, the very purpose for which our forefathers left their persecuted countries and came to America, the very heart of early American education, has been mercilessly legislated out of our state controlled schools. The result is the "inherent confusion" in education of which Kilpatrick speaks.

How can it be otherwise? Unless those "eternal principles of religion and morals" to which President Roosevelt referred, are somehow restored to their rightful place in American public school curriculums, all the theories, and principles, and aims, and supervision and administration in the nation's public schools cannot hope to make the American people more sure again "of the essential finality of their institutions." Nor can administrators hope to have the necessary supply of truth and life to offer to their customers when they come to purchase the education they really want and need so badly. Said the greatest educator of them all, Christ Himself, "Without Me you can do nothing."¹⁴ "I am the light of the world; he that followeth Me, walketh not in darkness, but shall have the light of life,"¹⁵ and "If you continue in My word, you shall be My disciples indeed, and you shall know the truth, and the truth shall make you free."¹⁶

"Free!" Yes! And how that word reverberates in the minds of our modern American youth. Round and round it goes; but how it comes out, without the guidance of the virtue of religion, nobody knows: sometimes in the form of delinquency, sometimes in the form of irreligion, sometimes in the form of anarchy. And what about our educated adults? What's wrong with so many of them? Why the need for Mr. Russel M. Cooper's indictment in the 1950 edition of the *Journal of the National Education Association*, that "it is clear that many educated people have failed to achieve the common culture that is necessary for ready communication with one another and the effective control of their destinies. Education, while in certain respects good, has not been good enough."¹⁷ Where does the fault of this

¹¹Ibid., p. 353.

¹²Ibid., p. 353.

¹³Ibid., p. 353.

¹⁴Russell M. Cooper, "The Rise of General Education," *Journal of the National Education Association*, Vol. 39 (1950), p. 30.

¹⁵Ibid., Reisner, p. 353.

¹⁶Ibid., Reisner, pp. 364-365.

¹⁷Ibid., J. P. Leonard, p. 20.

lie? Perhaps with the administration? "A nation wide project to improve the quality of administration in public school systems has been announced by the W. K. Kellogg Foundation of Battle Creek, Michigan. The program will extend over a five year period and will be financed by the Foundation grants that will total more than \$3,000,000."¹⁸ Various universities will share in the grants and make their reports back to the Foundation. Let us hope that this educational research "to improve the quality of administration in public school systems" will result not merely in more voluminous expatiation about "social change theory," "democratic procedures," the new participation pattern in administration, etc., but that it will revitalize administration with a spiritual vision, in which it sees the ultimate end of education and of life, ever in perfect harmony with eternal values and with God's own purpose of creating the educand. Instead of the false philosophies of Naturalism, which seeks the ultimate explanation of all reality in nature; of Socialism, which falsely subordinates the individual entirely to society; of Communism, which considers matter the sole reality and recognizes no distinction between spirit and matter; of *Nationalism*, in which all truth, all values become nationalized and relative to national might; and all the other false isms alive in modern education — instead of all these, let the Christian philosophy of Universalism be restored as the guiding light for our school administrators.

Christian Universalism

Christian Universalism gives a complete interpretation to all reality. It gives proper consideration to "the relationship between the supernatural and the natural, between God and man, between the individual and society. It understands clearly and makes provision for the due place and functions of the church, the family, the State, and the nation. It sees man in accordance with his true nature, as a physical and spiritual being, as an individual and a member of society, as belonging to a nation, Church, State, and family. It sees man as a free personality who reasons, feels, and wills, and has moral obligations to himself, his fellow man, and his God. It sees every aspect of reality as belonging to the educative process — liter-

ature, language, art, science, philosophy, history, government, economics, religion, or morality."¹⁹ Such a vision readily answers the question of our author under: "theory of public school control," in which he asks: "What ends should we attempt to serve through an organized system of free public schools?"²⁰ The answer is, the ends that God Himself ordained in the nature of man and his ultimate purpose in life, the ends of love of God and love of one's neighbor as one's self, the ends that the educand may know God, love Him, serve Him, and thereby gain an eternal reward in heaven. The ends, the truths, and values of the eternal God, the supreme educator, never change. They remain the foundations on which all administrators in all ages must build *enlightened citizens*, conceived in the freedom of the truth that shall make them free, and educated in the democracy of the brotherhood of men and the fatherhood of God.

In Conclusion

If, then, public school administration is not on the right road, because, by deleting God and religion from its program, it has strayed too far from the pioneer road which our beloved country's founders mapped out for it, what must be the remedial procedure? Will

¹⁸*Ibid.*, Redden & Ryan, p. 518.

²⁰*Ibid.*, Sears, p. 110.

the three million dollars now being spent for its improvement help it to find the right road again, and remove the stigma of confusion and bewilderment from public education? Former President Truman, in a civil rights speech of June, 1947, noted, that the civil rights laws enacted in the early years of our republic were written "to protect the citizen against any possible tyrannical act by the new government in this country." "Today," he continued, "the nation must go beyond this point, since there is a need for new concepts of civil rights to safeguard our heritage, not (so much) the protection of the people *against* the government, but the protection of the people *by* the government, which must become a friendly vigilant defender of the rights and the equalities of all Americans."²¹ Nobly said, Mr. Truman! It is the right and duty of the state to defend the rights and equalities of all Americans, including those who wish to have religion, the heart of all true education, taught to their children in the schools they happen to attend, whether public or private. For in the state's inherent right to provide for the temporal well-being of its members, there is also conjoined the duty of protecting and furthering the religious interests of its citizens, while it promotes, within due limits, their secular education. "Within due limits," means, in temporal matters, not in the spiritual matters. So the right of the state does not include complete control and administration of education, because the family and the Church possess prior inalienable rights therein, which the State may not usurp, but should protect by its legislation.

Let religion be given its rightful place again in all schools, public and private, at least as an elective course, but with credit on an equal basis with every other course taught. Let the eternal values, not only of dignity and worth of the individual, but also of the dignity and worth of God's own truths be restored to the school's curriculums, and the light of eternal wisdom will soon dispel the clouds of confusion and bewilderment that now beset education's path.

Then, and only then, will our school administration be on the right road, and our administrators will be able to offer to their customers the truths and light, which, according to their nature and ultimate end, they really want and need.

²¹Dan W. Dodson, "Civil Rights," *Progressive Education*, Mar., 1948, p. 69.



¹⁸Co-operative Program in Educational Administration.

The Functional Value of the Report Card*

The question confronting many Catholic educators today is whether or not the report card, as we know it, continues to be functional or has it become obsolete. To understand what is going on at present about reporting pupil progress, it would be wise to present a brief summary of the growth of the report card.

In the middle of the past century the children were given varied colored cards to take home. Each color represented a different level of pupil achievement. These were succeeded, in the late eighteen hundreds by the McGuffey Reader, strange as it may seem. At the end of the school term, the number of the Reader was noted, together with the last page read. This represented the child's progress for the year just passed.

Eventually the schools tried to put an exact and quantitative evaluation on each child's progress. This was the beginning of the percentage system and the traditional report card. This continued into the early twenties. At this time, some school systems began to doubt the validity of percentile ratings. They believed that a percentage was not an accurate evaluation since the question remained as to whether 90 per cent in arithmetic was 90 per cent of the child's own ability, or 90 per cent of the progress made by other children in his class, or 90 per cent of the level achieved by other children of his age. Others felt percentile marks were intrinsically too competitive and tended to discourage the slow learner. Perhaps such a marking system is competitive, and it most definitely is so among a certain proportion of our pupils. That's still no reason for discontinuing it. Every day, after school, boys and girls engage in competitive games and activities with no direful results. They play, mature, and spend their lives in a highly competitive world. It would seem that such a mark-

Brother Columban of Mary, F.S.C.

St. Cecilia's School
Brooklyn, N. Y.

ing system can play a worth-while part in preparing children to assume their place in later life.

Moreover, in regard to percentages being vague, such an argument doesn't hold in our own systems where a mark of 90 per cent would clearly indicate, to pupil and parent alike, that the child's mastery of his grade matter in arithmetic was 90 per cent of perfect.

Recent Experiments

At any rate such were some of the more cogent arguments of those educators who in the thirties began developing substitutes for the traditional percentages. Somewhat broad categories were used. For example, the pupil received an A if his mark ranged between 93 and 100. But, here too the same problems were encountered in a slightly altered form. Many then changed to an even broader one of three categories, that is, E for excellent, S for satisfactory, and U for unsatisfactory. Experts remained unsatisfied, however, since the old question remained unanswered, satisfactory or unsatisfactory in relation to what? Nor did the elaborations of a few solve the main difficulty. These people, to encourage scholarship and place each child more definitely, developed an S plus, plus; S plus; S; U plus, plus; U plus; U. Dissatisfied, also, were educators with the broadest and simplest form of all, namely P for pass and F for failure.

As a matter of current interest it might be informative, at this time, to state that New York City is experimenting with still another form: SO for outstanding, S for satisfactory, N for

failure, and NR for not responding.

Educational experts, who refused to accept any of the above systems, began to realize that symbols or grades or marks could not be adjusted in an acceptable manner to provide a suitable method of reporting progress. They also discarded the idea of using check lists, as these tend to become too detailed and each new detail added increases the possibility of misunderstanding and confusion.

With their theories of educating the whole child, and emphasizing the total development of the child, educators de-emphasized the subject matter, which they considered but a part of the child's mental development. They wanted a system of reporting that would evaluate every phase of the child's growth; his intellectual, physical, emotional, and social growth. They complained that the formal report card didn't give the parents a clear understanding of what the child is doing in school.

> Since this approach to the education of the young differs radically from older methods which emphasize learning subject matter and discipline, it was a natural development to conceive a completely new method of reporting.

One method these educators adapted was the narrative form of reporting progress. This may be a formal letter describing the pupil's progress, or a personal letter doing the same thing in a less stilted manner. These reports, besides reporting achievement, discuss whether the child is working to the best of his ability, and mention a host of other items considered noteworthy by the sponsors of this method. In general such letters are not overly successful.

The tremendous amount of letter writing required to send individual letters to the parents of each child, plus the number of details to be mentioned in each letter, make this a task all out of proportion to the results achieved. Moreover, the difficulties of accurately informing parents are quite great. Un-

*A paper read at a meeting of the elementary school department of the N.C.E.A. 51st Annual Convention at Chicago, Ill., April 21, 1954.

pleasant comparisons must be avoided; some parents may be told more than others. Then, too, it's false to assume that all teachers can accurately evaluate character traits; nor can many teachers skillfully penetrate a child's deeper feelings to learn thoroughly his attitude and reactions. Marks based on such intangibles are too subjective to be of much value. Other defects are that this method leaves no permanent record for later study, nor can such reports be sent frequently, an essential part of any truly functional report card. Besides, how many teachers will put in writing serious defects of which the boy may be guilty? Therefore, this system has too many faults to replace the card now in use.

For these reasons many educators are turning to the personal interview. This conference between parent and teacher seems to be the answer to their problems; at least favorable articles have been appearing in educational journals in praise of this particular method.

The Conference Method

The parent-teacher conference usually falls into two categories. One type gives the rating or class rank of each child in various subjects; the other, and the more popular, is a report on the growth and progress made in all the different phases of progressive education. This form of measuring is reputed to have overcome the so-called defects of the traditional report card. There is no comparison of marks among students; consequently, the attendant evil of competition is also eliminated. This, in turn, prevents the growth of antisocial attitudes and practices. Positively, the interview is considered a strong means of engendering greater interest among parents, and of bringing about the more complete education of the boy.

The conference method does result in the teacher's meeting and getting to know the parents, and thereby gaining a better insight into the child's background. This increased knowledge of the pupil's needs and limitations leads to a greater understanding of the child. By this method parents profit by gaining a better grasp of what the teacher is trying to accomplish, and learns more clearly the school's aims and objectives.

Such a plan, however, isn't feasible in the overcrowded classrooms of our parochial school systems. Large numbers would make such meetings too infrequent, and too brief to be of much

value. In addition, too few teachers have had adequate training in guidance to use these meetings so as to derive the maximum benefit from them. This method is successful, though, when used in conjunction with the report card, in dealing with problem children.

Report Card Is Necessary

It is significant, in presenting this summary, to note that there is no record of any reputable educator's ever advocating the abolition of the report card or any of its equivalents. All realize the vital importance of a device for the periodic reporting of progress to the parents. The various systems mentioned above are all efforts to improve this report, to make it more intelligible and complete, so it can fulfill its functions more satisfactorily.

The purpose of the report card is to communicate important information to parents, and others who are deeply interested in the child; and who need this information, if they are to help him effectively. To derive the greatest benefit from reports it's important for teachers to realize their status in the community, and the fact that their reports carry great weight. This is due to their personal integrity and their high professional standing. Their wise use of the report card is an instrument for establishing confidence, respect, and friendliness. Consequently all such reports should be factual and valid, and as objective as possible. It must also be fair; e.g., if a pupil has been absent due to a prolonged illness, this should be taken into account when filling in the child's report.

Studies are most accurately indicated by percentages, conduct and effort by grades. Such marks are concise and easily understood by the parents.

A Serious Duty

From these remarks it can readily be seen reporting is a serious, purposeful duty — the imparting of vital information to the parents. Hence every care should be taken that all reports are truthful reflections of the child's learning and behavior in class. Poor work by the teacher can do much to undermine the reporting program, no matter how well conceived it may be. It will also weaken the confidence of the parents in school and staff.

The card should be marked fairly in terms of ability. If a poor student is

exerting himself to his utmost, this endeavor, on the pupil's part, should be manifested in the space indicating effort. If this be done the low mark for studies will be offset by the mark for ability. Indicating whether or not a child is working according to his capacity is essential. Carelessness can easily result in an intelligent youngster becoming careless, or a slow pupil becoming discouraged. It behooves each teacher, therefore, to know his class thoroughly, and learn each one's abilities and limitations.

Child behavior should also be considered as objectively as possible. The teacher must be careful not to let personal feelings inter into the marking. It's well to remember that children have an innate sense of justice and that they realize quite clearly whether their marks are accurate. Moreover, most school systems transcribe these marks on a permanent record which is consulted in later years, for reference forms or letters of recommendation.

Just as the laborer is no better than his tools, so too the teacher's report is no better than the card given him for reporting the child's progress. The report should show clearly the school's aspirations and goals. It is an indication of the quality of the curriculum and how well the pupil is following that curriculum.

The purpose of Catholic education is to educate the whole child. Spiritual formation aims at helping the boy save his soul. Studying his subject matter develops his mind and equips him to earn a livelihood. Our discipline helps form his character and prepares him to take his place in later life as a gentleman and loyal citizen. These three forces are interrelated all working toward one goal — the education of the whole personality of the child.

There should be little else on the card. Inclusion of other items means more work for an already overworked staff, and often takes the teacher into fields outside his province as an educator. The moral and civic responsibility resting on each teacher is tremendous. It should not be increased by asking him to observe daily and report regularly on a plethora of trivia. The very inclusion of such items is quite significant. It indicates a trend toward institutions whose philosophy is more social and less educational.

Some Supplements Needed

The old-fashioned report card is not

really obsolete if it is still successfully accomplishing its purpose. The card that lists the subjects, conduct, and effort is well suited to the needs of the majority of our pupils. For those others no written form will ever suffice. In such cases a more personal approach is needed. An interview with the parents to discover the cause of the pupil's difficulties and their possible solution would seem to be the answer. A frank discussion with the parents will supply important data about the economic background of the family, its environment, and any disharmony that may exist. This knowledge will give the teacher a more sympathetic insight into the boy and his problems, and enable him to handle the situation more intelligently.

In the midst of so much change we must be vigilant not to be drawn into this vortex of experimentation. Rather, study carefully and long any proposed change before adopting it. For as Warren Seyfert has written, in the *School Review*, Volume LVI, No. 5:

Rearranging and rewording reports to parents is one of the most widely prevalent professional occupations of American teachers and administrators. . . . This activity is undoubtedly a good sign, even though it is to be regretted that all too often the effort to improve reporting practices results little more than an exchange of one uninformative set of symbols for another equally obscure.

Weekly Reports

The chief defect in the traditional reporting systems is that the child gets his report card too infrequently. A parent is entitled to know more than four or six times a year just how his child is progressing in school. A more frequent use of our practices of reporting is essential for the school to secure the timely co-operation of the parents. Under the quarterly system, it is often too late for the parents to give the needed assistance. The term is half finished when the child carries his first report home. By that time he may have missed completely the fundamentals of his grade matter. Furthermore, the parents won't get another report until the end of the term. Nor is the report card issued every six weeks a big improvement. It's merely a step in the right direction. These cards should be retained, but they should be supplemented by others issued more often, preferably once a week. This is the system in all high schools and elementary schools under the direc-

To Our Lady of Fatima

Dear Lady of the Rosary
Of Fatima renowned,
Accept a loving tribute to
Thy Marian Year grace-crowned.

O thou our Queen Immaculate
In multicolored light,
Tiptoeing through the silent air
In splendor heaven-bright.

Send near and far to troubled world
Thy message from above,
That all thy Heart Immaculate
May venerate and love.

Shine deep into the hearts of men
And touch with faith's clear light
Those lives made dark by greed
and pride,
And guide their steps aright.

We pledge a daily Rosary,
We'll do our Marymost
On ev'ry month's first Saturday
In tryst with Sacred Host.

Thy Scapular we'll proudly wear,
The badge of royal might,
The gate prize at the hour of death,
The pass to heaven's height.

And, too, with prayer and sacrifice,
We'll pay thee homage best,
To prove all true our love for you
And thy Fatima request.

— Sister M. Augusta, O.M.
St. Joseph's Convent
Portland 5, Me.

tion of the Christian Brothers.

On the elementary level the boys have blue books, similar to those used for college examinations. In these books, which last one week, is written the daily quiz. The matter is based on what was covered in class the previous day and assigned as home study for that evening. The questions are so worded as to permit short answers, to facilitate marking. These books may be checked at odd moments during the day or after school in the Brothers' house. Such recitations may be given five times a week with each test worth 20 points; or four times a week with each one worth 25 points.

On the weekly card then is placed a general mark for studies. This card, accompanied by the blue book, goes home to the parents for their consideration, and is returnable the following day. In the case of failing students the parents

have to sign the blue book, as well as the card as evidence that they have seen and studied both items. Bringing the blue books home gives the parents an opportunity to study the daily recitations and learn in which subjects their son is weakest. This helps them in supervising his homework. Besides the mark for studies the card contains a weekly grade for written homework; and a grade for conduct and effort in the past week, as well.

This reporting procedure results in very close liaison with the home. After two or three weeks of poor marks for study or conduct, parents often make appointments to discuss ways of helping the boy improve. If the parents don't make the first move, the Brother does. He invites them to the Brothers' house. There the blue books are reviewed and the weak points noted. Upon the completion of this brief survey a planned conversation takes place. He learns whether they supervise their son's assignments, and the nature of this supervision. Then suggestions are made as to the best methods of helping the boy. If necessary an appointment is made for a future date, as a follow-up.

To maintain the dignity of the weekly report card, it's the principal's task to visit the classrooms each Monday and distribute them to the pupils. This gives him an opportunity to make the acquaintance of hundreds of boys and enables him to participate in many of the conferences with parents. Moreover, a word of encouragement from the principal is often of great value in getting a boy to continue doing his very best. It's customary for the principal, at this time, to speak a few words to each class about an outstanding problem or matter of current interest.

This system does place an extra burden on the teacher, but the benefits accruing from it make the extra labor seem worth while. Under this procedure the parents have received six or eight reports by the time they would have received one under the quarterly or six-weeks system. The parents, therefore, are in constant contact with the school. With their interested co-operation incipient laziness can be halted and poor behavior habits can often be remedied before they evolve into serious problems. It also enables the parents to gain a greater understanding of school policy, and become more deeply aware of the school's aims. All these factors tend to promote mutual interest and co-operation.

Plus Quarterly Reports

The quarterly card, too, assumes a more important place. This card becomes a summary report, indicating the child's position in each subject. It shows whether the boy has improved any in his weak fields as found in his blue books and weekly reports. Thus these cards supplement each other and the parents are always aware of the boy's scholastic achievements.

To sum up, the truly functional report is one which is well adapted to accomplish its purpose, to set forth the

school's aspirations and how each pupil is achieving these goals. It is intelligible and limited to what applies to the boy's education. For the greatest benefit of the child it should be issued frequently, to keep the parents ever alert to the school's program and their child's place in relation to it. This comprehensive and continuous evaluation fosters greater interest and harmony between school and home. It brings about a situation distinctly favorable to the pupil. Therefore, if changes be necessary let them be gradual, after having

ascertained that they are changes in the right direction by the card being issued frequently, or by being supplemented with a weekly report. In such a case the communication with the home remains constant; and greater understanding, interest, and intelligent co-operation are the fruit of such a system. The reporting procedure is then a continuous and comprehensive plan of evaluation, with one purpose in view — to help the child. Such a procedure is not only valid, but vital and alive. All these factors constitute the truly functional card.

Choosing a Gregorian Mass For Elementary Schools

We have been teaching Gregorian Chant in Catholic schools for some thirty years now, but even casual questioning of adult Catholics on their appreciation of Chant brings out the sad fact that most of them do not like it. They learned it in school, and sang it in the parish church, but they definitely have not learned to love it.

Faced with this fact, school music teachers are beginning to look for its cause. Certainly, after so many years, there ought to be among the laity a better understanding and a livelier appreciation of this official music of the Church. Some of us are beginning to think that either we have failed to present Chant properly, or it is, in itself, unattractive to modern listeners.

To question one's teaching methods occasionally is wisdom. One can allow routine to take the place of careful planning. Or one could be wrong from the very outset, and approach a teaching problem by a needlessly devious path. Chant, however, has been taught by many methods. They could not all be wrong.

Chant Is Good Music

Nor is it true that the tonality and rhythm of Chant lack appeal. Musicians are unanimous in their praise of both, and the nonmusicians among us have no difficulty in appreciating a Chant type

Sister Cecilia, S.C.

Supervisor of Music
Sisters of Charity
Greensburg, Pa.

of tonality and rhythm in the works of the Impressionists and other moderns. Debussy is not at all obvious, not the "four-square" type of music, and Debussy remains a favorite even among listeners who cannot read a note.

However, the clearest evidence that we have not generally done a good job of teaching Chant lies in the fact that a parish where Chant is enthusiastically sung by the congregation is a rarity so spectacular that it gets written up in professional or liturgical journals as something new and different. But it is all of fifty years since Pope St. Pius X ordered that congregations be taught to sing the Chant Masses and participate in a more active way in the liturgical services of their parish church.

Unfortunate Selection

Perhaps our trouble may not lie in the Chant itself, or our methods of teaching it, but in the examples of Chant we chose to give the people. Some musicians are of the opinion that we began at the end instead of the

beginning when we first introduced Chant. We attempted to teach Chant Masses that were technically so difficult that they were doomed to failure from the start. And in spite of the failure we have persisted in the same material, not casting about for something different, when our first choice fell ominously flat.

A quick survey reveals that the most popular Chant Masses are, approximately in order, the "*Mass of the Angels*," the Mass in honor of our Lady, "*Cum jubilo*," and Mass No. IV, "*Cunctipotens*." "*Orbis factor*," the usual Mass for Sundays of the year, would probably come next. All of these Masses are very difficult.

If we analyze the *Kyrie* of the *Mass of the Angels*, for instance, we discover long, flowing melismas, interrupted by partial cadences. The most popular school of Chant interpretation denies any breathing breaks at these partial cadences, although that is being questioned now, on good musical reasons. Since it is impossible for anyone not equipped with almost professional vocal technique to sustain the entire *Kyrie* on a single breath, staggered breathing is proposed for choruses and choirs. But anyone who listens to a congregation of children or adults singing that *Kyrie* discovers that, left to their own discretion, there is no "staggering" of breathing. People, especially children, will

breathe all in unison at the natural cadences. And they take plenty of time to breathe. The effect is one of choppy music and senseless Latin. The vowel supposedly being sustained deteriorates into an indefinite, nondescript sound. The rhythm sags at every cadence. The loss of rhythmic flow destroys the sense of form, and the performance is definitely inferior. No normal person, who judges what he likes by what he hears in it, could like the thing he hears at the average sung Mass, when the congregation attempts the *Mass of the Angels* or another just as hard.

The late Gregorian Masses are florid. They came at the peak of the style or period. It is the tendency of art to increase in difficulty as a period continues, and as artists master the elements of any particular style. Mozart is harder to understand and perform than Haydn. Brahms is far more difficult to grasp than Schubert. Gregorian Chant was no exception to this usual development. The early Chant was simple, direct, syllabic. As time went on, and singers improvised, it became intricate, elaborate. In about the tenth century it had reached a degree of artistry never since surpassed for vocal music. And it had ceased to be the music of the congregation, and became the music of the *schola*, or choir.

We have made the mistake of giving children in our schools music that was never intended for amateurs — music that demands mature and skilled vocal technique. They have sung it badly. And since the beauty of music depends as much upon the quality of the performance as upon the genius of the composer, Chant has had a bad hearing. No one is attracted to the poor performance of even the best music.

Choose Simple Masses

The *Kyriale*, the usual collection of Chant Masses to be found in most parish schools, contains many pages of music never heard by the congregation. Yet these pages may have the answer to our problem of getting people to like Chant. In them we can find music that is exquisitely beautiful, and quite within the musical skill of children.

The Easter Mass, "*Lux et origo*," contains melodies of great simplicity, and equally great beauty. The phrases of the *Kyrie* are short enough to be sung on a single breath without any strain, and because they are so short it is easy to sustain a pure vowel, and to

N.C.E.A. TO ATLANTIC CITY

The 52nd annual convention of the National Catholic Educational Association will be held in Easter Week, April 12-15, 1955, in Atlantic City, N. J.

The theme for the 1955 convention will be "Realizing Our Philosophy of Education."

Executive committees of the various departments, scheduled to meet at the Conrad Hilton Hotel in Chicago, Ill., in October, will plan details of the programs of their respective groups.

These preliminary announcements were made recently by Rt. Rev. Msgr. Frederick G. Hochwalt, secretary general of the Association at 1785 Massachusetts Ave., N.W., Washington 6, D. C.

stay on pitch. The melodies for the *Sanctus* and *Benedictus* are quite simple, and the *Agnus Dei* melody is repeated exactly in its three sections. There is no law that requires us to limit the performance of this Mass to Paschal time. Nor is there any law which says the congregation may not use the same melody for the Ordinary of the Mass throughout the year, which would seem a reasonable practice for a group of singers unable to rehearse frequently.

There are other Masses even easier than "*Lux et origo*." Mass XV has the simplest *Gloria*, almost entirely syllabic. The tune is easy to remember, and very easy to sing. There are no vocal pitfalls in it like the dotted clivis at the phrase endings of the *Gloria* of the *Mass of the Angels*. These little dotted neums make that *Gloria* one of the most difficult pieces of music in the whole literature of Chant. Only a professional choir under the direction of an exacting conductor will avoid slurring and sliding on these final clivis groups.

Mass XII is another easy one, although the *Kyrie* contains rather long climacus groups. Voice teachers avoid, except for their best pupils, descending scales on open vowels. Flattening and accelerated rhythm are almost inevitable when a chorus, undirected as it must be in congregational singing, attempts this type of phrase. That is why "*Orbis factor*" is not a good choice. The rhythm of descending groups of three notes in the *Kyrie*, is almost invariably sung as a succession of triplets, and the descending interval of a fifth on a dotted clivis, also in the *Kyrie*, is seldom sung by anyone without a very bad slide and change of vocal register. The *Gloria* of the "*Orbis Factor*" Mass, too, is ex-

tremely intricate, with its irregular succession of podatus and clivis neums, within the compass of a fifth.

A musical gem, and simple in technique, is the Mass for Sundays in Advent and Lent. To be sure, there is no *Gloria*, but one can be borrowed from another Mass when it is needed.

Use Credo I or IV

The Third *Credo* is now so badly worn out and so imperfectly performed across the country that one can not imagine why it is kept up. Either *Credo I* or *Credo IV* would be preferable from the point of view of simplicity and distinction.

There is no reasonable objection to repeating the same music for the Ordinary of the Mass when it is sung by the congregation, for every Sunday of the year. The variety can come in the Proper of the Mass, which is ordinarily sung by the choir, and in the supplementary hymns sung at the *Offertory* and *Communion*. Some teachers labor to prepare a repertory of three or four Masses, plus the *Requiem*, which is too often required of school children. No piece of music in the whole *Liber* is as hard as the *Offertory* of the Chant version of the *Requiem Mass*. Children ought to be spared the drudgery of learning it until they are old enough to enjoy it.

Walk Before Running

If we want people to sing, and we emphatically do, we must give them music within their power to sing. "*Cum jubilo*" is a beautiful Mass, and certainly we want children to be devoted to our Lady, but the Mass is so difficult that learning it is anything but pleasurable for most children. "*Cunctipotens*" is likewise beautiful, and likewise difficult. But Masses I, and XV, and XVII, manage to be both beautiful and easy, short and compact, exquisitely formed, refreshing and lyric in style. Where a choice of music to be learned must be made, the competence of the singers is of prime importance, and where the singers are a congregation, simplicity of style must be the first basis for selection.

Perhaps our big difficulty has been bad judgment on the part of music teachers in choosing Masses. We might come a long way toward a solution by giving some thought to this matter of selecting music according to the skill of the performers-to-be.

Two-Way Traffic

Most essential before secondary schools attempt to establish rapport with business and industry is that they do a good job of public relations with their own students, parents, faculty, and alumni. Only after these four publics appreciate the merits of their own school, and they become sounding boards of appreciation for the thorough, solid teaching done there, through the evaluation of the school's product, is it of any use to attempt to interest business and industry as interested spectators, or beneficent friends of secondary education.

American industry is naturally more concerned with the college student, but it would be foolish indeed to remain unconcerned about the great potential of the high school student. A two-way traffic artery of communication between industry and the high school must forever be open. Industry is to contribute its share to the training of the teen-agers of today, tomorrow's men of industry; education, on its part, must make industry aware of how it can contribute to giving a realistic picture of industry's demands and qualifications to its faculty and students. Efforts made by the American Chemical Society, the National Chamber of Commerce, the National Association of Manufacturers, are significant in fulfilling this responsibility of business-industry toward education.

Industry's Interest

In a recent statement, "This We Believe About Education,"¹ outlining the official policy of any business or industrial association in the interest of greater educational-industry co-operation, four broad responsibilities to education were brought forward:

1. Industry must look to education for trained personnel. Industrial and business establishments are the laboratories and workshops where not only college students, but also secondary school pupils are trained, while still in school, for jobs of their own choice. Industry and business find it more profitable to employ people

¹*This We Believe About Education, A Statement Concerning Education in America, National Association of Manufacturers, N. Y., February, 1954, pp. 18-22.*

Brother Henry C. Ringkamp, S.M.

Principal, Central Catholic High School
San Antonio 2, Tex.

educated in consistence with their desires, aptitudes, and abilities.

2. Industry is concerned with raising the material standard of living, which, in great part, is in direct proportion to the employee's level of education. The more literate a people, the greater the desire for using products of an expanding or improved industrial economy. Industry must always have the enlightened criticism and moral support of education; it must maintain a continuous "open freeway" to education; it must make its hospitality evident.

3. Industry is anxious to see education fulfill its obligation for teaching moral and spiritual values. Individual and group responsibility, character traits motivated by a love of neighbor, and most important by a reward in eternity for the proper fulfillment of our every duty and standard phases of Christian education.

4. Industry looks to education to preserve the American free enterprise and social order. The National Association of Manufacturers maintains that "it is incumbent on industry to exercise leadership in finding ways to provide to education, through contributions by private individuals, organizations, clubs, and associations, through the growing practice of corporate giving, adequate financial support to keep public and private schools improving in quality and expanding in size as fast as the population they serve."

From the above, we can readily realize that industry's responsibility is to travel the highroad of co-operation with education, respecting and appreciating the safety zones of understanding and the rules of the road to mutual success.

Education's Responsibility

And what is education's responsibility in this indifferently used and seldom-exploited relationship with schools? What master

plan of safe mutual understanding does the school of today have for the merging traffic and increased contact on this heavily congested road between industry and education? What means does the school use for keeping open these relationship lanes, despite the road blocks of administrative inertia, the road repairs of teacher unconcern, the slick pavement of establishing rapport between the school and industry, the narrow and S curves of poorly conceived plans and of poorer co-operation?

The general principle which should chart the way for the Catholic high school, in its relationships with business-industry can be stated in these words: The Catholic high school should maintain a close relationship with business and industry of the community, keeping open through training in morals, self-discipline, and true sense of values, the main road of education.

What the School Must Do

Specific applications of this general principle of good relations between business and industry and education find that the Catholic high school,

1. Prepares its students for entry into a wage-earning occupation by making them aware of their aptitudes, interests, and abilities.

2. Emphasizes integrity, ability, ambition, personality, and creative skill as qualities sought for by business-industry in all applicants.

3. Instructs students seeking employment as to the correct manner to be used in initial interviews, as well as the correct procedure to be used in filling out applications.

4. Co-operates wholeheartedly in the activities of a Business-Industry-Education Day, sponsored jointly by school and business groups.

5. Seeks the co-operation of business-industry in planning a "Career Day" or "Career Week."

6. Makes it possible for classes to visit the industries in the locality which pertain to the subject or subjects which they are studying.

7. Encourages the Social Planning Council program, wherein counselors are in-

structed through plant visitation as to the requirements of specific industries.

8. Realizes that advertising on the part of business-industry in high school publications is a gesture of good will, hardly an attempt at building good public relations with the schools.

9. Keeps in constant touch with business-industry through their publications and school services.

10. Realizes that faculty guidance acquaintance with the publications of the American Chemical Society, the National

Chamber of Commerce, and the National Association of Manufacturers is of value in counseling.

11. Uncovers the employment potentialities of all business-industry in the community through its guidance counselors.

12. Co-operates with business-industry in their guidance work through the establishment of a regional or school placement bureau.

13. Utilizes a testing program, such as the Occupational Inventory, to help students determine for what type of work

they are best suited. Recourse is sometimes had to the State Employment Services for assistance in this matter.

14. Encourages business-industry to direct their house organs to guidance counselors or to the school library for perusal by interested students.

15. Is convinced that business-industry is a willing and welcome ally, whose potential for assistance has not been fully exploited; is anxious to receive its support and to educate its patrons to a proper appreciation of this assistance.

Education in Catholic Grade School Inadequate to Solve Problems on High School Level*

(Concluded from October)

Extracurricular Activities

Extracurricular life of Catholic pupils is carefully supervised because of the known tendencies of human nature. Time limits are set on recreation and on social functions, especially when they take place at night. Dress is so much a matter of concern that stipulations are laid down concerning it. Boy-girl companionships are frowned upon because at such an early age there are other concerns which are of much more vital interest. Moderation is proposed as the norm to be followed in the matter of food and drink; overindulgence of the appetites is censured because it makes one less a man, and because of the consequences which result from excess. Extracurricular activity as such is looked upon as a means to an end, and not the end in itself.

The parochial school child is introduced to the extracurricular activity of the public high school. There it enjoys higher favor, and plays a greater role than it does in the parochial school system. In the public school it is connected with club life, with fraternities and sororities; the means—enrichment of curriculum and recreation—has become an end; these institutions lend it background and substance.²⁰ Time limits are not so carefully set; "be natural" is the motto. Dress is not subjected to any

Rev. A. N. Fuerst, S.T.D.

Saint Mary's Seminary
Cleveland 8, Ohio

norm save that the creation be fashionable and in style. Boy and girl relationships have not the model of Joseph and Mary, but perhaps the pattern of behavior incorporated in a television scene, a talkie episode, or a radio drama; this affords the model of action and of conduct.²¹ Moderation is indeed a Christian moral and spiritual principle, but unless it is reinforced with motive, its observance will be, more or less, a question of pure caprice on the part of those concerned, depending on the force of the motive.²²

If mortification is taught as an idiosyncrasy of the saints, the student will not feel called upon to emulate their example. Prohibition produced Capone; and blue laws spawned Las Vegas and the race track. In the light of his previous experience, the child is in a quandary; he is thrown entirely upon his own. Clashes of standards are never more apparent than here. The Commandments of God are set over against the mores and the usages of the modern world. For the boy-girl relationship we have the data of the Kinsey report.²³ Love, instead of being more sacred than profane, is profane more than

sacred, simply because God the author of love is neglected and His rules for guiding it are consigned to the Limbo of forgotten documents.²⁴ The source of the emotion is natural we know, but it is also spiritual; sacrifice is of its essence. "Greater love than this no one has, that one lay down his life for his friends."²⁵ Because of man's innate goodness, the Rousseauian concept, external helps while not frowned upon are deemed to be more or less unessential. To flounder seems to be the only reaction of the Catholic child, and the floundering might mean drowning, if the buoy of faith is not thrown upon the troubled waters.

The Age of Adolescence

The parochial school child is reared in controlled surroundings; his environment is the paradise of parental love, efficient parochial service, God's provident care in Church and the sacraments. But he grows and advances to that stage of human growth which is called adolescence—the period in which he ripens into maturity. And strange to say (or is it) this period corresponds to the years which some by necessity and others by choice spend in the public high schools. This chronological age level is marked by the emergence of personality, a process which is manifest exteriorly in physical growth and interiorly by unrest, uncertainty, fear, and unquiet

*From a paper read at a conference of the Confraternity of Christian Doctrine, in New York City, August 8, 1953.

²⁰H. C. McKown, *Extra-Curricular Activities* (New York: McMullan, 1933), p. 17.

²¹H. Blumer, *Movies and Conduct* (New York: Macmillan, 1933), pp. 30-58.

²²W. A. Saucier, *Introduction to Modern Views of Education* (Boston: Ginn), p. 168.

²³R. Ginder, *A Note on the Kinsey Report* (New York: C.I.S., n.d.).

²⁴E. Gilson, *The Breakdown of Morals and Christian Education* (Rochester: Basilian Press, 1952), p. 2.

²⁵John 15:13.

which plague the youngster by day and by night.²⁶ This maturation has, as an attendant phenomenon, rebellion against authority which stems from their uncertainty. During this period there also arises that skepticism religious in nature; in some it is stronger, in others weaker, but it is not inevitable in all.

One of the major causes of this possible change is the force of irreligious example.²⁷ A child passing from the order of the Catholic school and its controlled environment and thrust into the unregulated liberty of public school has certainly to contend with this factor. Not that all the people of the public school system are bad or irreligious, but certainly the atmosphere in which the youth is forced to continue his studies is *areligious*. Pope Pius XI has said: A nonreligious school is impossible, "Such a school cannot exist in practice; it is bound to become irreligious."²⁸ In such circumstances, the child is without the voice of authority, and at this age he resents it, but he must accept it or his emerging personality will become distorted. His lot becomes more difficult because the lessons of the past are swallowed up in the example of the present. A Sunday habit is no remedy for a week-day failing. The week has seven days and not merely Sundays. How can youth successfully wage a war against his environment and come to terms with himself? In addition to irreligion, unsound teaching can worsen the embryonic state of skepticism.²⁹ In classrooms where truth is impugned, where if not antireligious at least areligious biases against religion and about science are repeated for the delectation of the youth, the plowed mental field of the adolescent becomes a kind of test tube for experiment. Furthermore, if he hears nothing about temptation, but much about naturalism, and if he is unable to have his doubts resolved in a satisfactory fashion, the horror, or, if that is too strong a word, uncertainty added to his own vacillation drives him to open revolt against the tenets to which he had given assent. "With a positive mania for knowing, and so many points on which there is something to know, youth has endless questions. It is this stage of development that has been characterized by some as the dogmatic crisis."³⁰ Finally, we should not forget that, in addition to irreligion and unsound teaching, this state of doubt can be increased and strengthened by sug-

gestion. When youth is led to believe that doubts are normal products of adolescence, he begins to feel that skepticism in matters of faith and morals is expected of him. And in the spirit in which he is, one of rebellion and hesitation, he will take refuge in any kind of pretext in order to be able to flaunt traditional authority. In the public school where the questioning attitude, the attitude of the sciences, is transferred or projected to the life of faith, the results can almost be predicted in advance.

Connected with this skepticism there is another factor which must be taken into consideration. This deals with the idealism and the hero worship of the youth. In Catholic schools the models set up for imitation were Christ, Blessed Mary, and the saints. These all had proved by personal heroism both in life and in death that they were worthy of imitation.³¹ In the public schools, where such models are not proposed because of the taboo on religion, other models suggest themselves as standards of behavior. In these new heroes religion may not be of importance; in fact the very persons to whom the children look may be singularly lacking in religion and totally inert in its practice. The Catholic children bringing with them this splendid educative factor misapply it to these new models. Since religion is not important to them, why should the Catholic student be concerned about it. These new models are forceful and alluring figures (shades of the gang age) and by word and sometimes simply by their actions bring others to follow in their footsteps. Here again the Catholic finds that his educational heritage of the parochial school has seemingly led him astray; here is the forcefulness after which he has aspired and it is present without the supposed presence of practices of religion. What must be done?

A Puzzling Point

Not seldom it has been alleged that Catholic children in a public school fail, sometimes miserably, to defend their faith when it is attacked in the classroom. This would be understandable if Catholics present were unschooled, or were ignorant of how the attack should be met. But in these instances such excuses cannot be adduced as mitigating circumstances. Instead of pride in what is believed, it would appear as if the Catholics were animated by a craven fear. Instead of Pancratiuses, we have ignoble Judases. In order to ven-

ture an answer to this riddle we must be aware of the fact that the public school community forms a community of belief that religion is a private matter and should not be paraded in public. The Catholic children seemingly have not the courage to stand up against this attitude and by their craven attitude appear to be ashamed of their faith. Sometimes, too, there is, as some confess, pressure brought to bear: this is the pressure of marks. The child by answering believes that he will forfeit the good opinion of his teacher and in this way prejudice a possible good note for such a class. Still another possible answer to this perplexing problem may be found in the child's unreasonable fear that he will in some way antagonize the class as well as the teacher. His fear is not groundless, because throughout the whole of the public school education, religion, and especially the Catholic religion, is made to appear outmoded, that rational people no longer cling to dogmas, because they in some fashion put rigid curbs on thinking and on freedom.³²

Can Religion Be Taught?³³

We have boasted of the type of educators that the Catholic schools have turned out; and we have lauded the school system that produced them. Why all this trepidation, this unseemly fear concerning the child who comes from such schools, when he is confronted with the reality of the public high school? The reason is not easy to explain, but it will perhaps suggest an answer to the question. Put in its simplest form it runs: To what degree is the Catholic faith capable of being taught? Or to put the question more formally: In the present-day school with its welter of subjects, among which there is one called religion, can this subject, religion, be presented and taught systematically according to the suggestions of the syllabus and methodically according to the indicated methods? If it can, then we need not be ashamed of those who might falter when faced with the public school system — our fear would be groundless and our worries molehills. If not, then we would know why it would be possible for children to become weaklings and to defect from the faith, at least externally. Before we answer the question we must, however, let it be understood: this question is concerned not with the teaching of religion in the abstract, but only in the case of average

²⁶R. Allers, *Character Education in Adolescence* (Philadelphia: J. F. Wagner, 1940), p. 19.

²⁷R. C. McCarthy, *Training the Adolescent* (Milwaukee: The Bruce Publishing Co., 1934), pp. 204-205.

²⁸O. Cohauss, *op. cit.*, p. 112.

²⁹R. C. McCarthy, *op. cit.*, p. 205.

³⁰J. G. Kempf, *Helping Youth to Grow* (Milwaukee: The Bruce Publishing Co., 1941), p. 88.

³¹J. T. McMahon, *Building Character From Within* (Milwaukee: The Bruce Publishing Co., 1940), pp. 54-56.

³²G. O'Connell, *Naturalism in American Education* (New York: Benziger Bros., 1938), pp. 240, 242.

³³For a more detailed account, see M. Pfieglar, "Die Methodik der religiösen Bildung" in *Der Religionsunterricht* (Innsbruck: Tryolla, 1953), pp. 119-128, and also J. H. Brubacher, *op. cit.*, pp. 309-322.

teachers in our schools, and these teachers not as prophets and patriarchs, but simply as teachers of religion.

And so to the problem: The first boundary we must set up for ourselves is this: the teacher of religion by himself cannot make the children moral. To make anyone moral, assent, that is, free co-operation, is a necessity, and in our fallen state we need for such an assent the grace of God. The teacher of religion can by his instruction attempt to influence the children to give their assent; for the grace necessary to achieve such a result there is only prayer. If we should accept as fact that virtue is merely knowledge, we would be no better than Socrates who naively taught that virtue is knowledge and therefore capable of being taught.

At this point we perceive the fallacy of the modern public school, the school that favors a lay morality divorced from dogma. This misguided theory inculcates the error that the teacher need only to make clear to the children the claims of morality, and the children will, as a matter of course, live in a moral manner. For example: "The secular method requires an abandonment—in its public applications—of the dogma of a necessary connection between religious orthodoxy and morality."³⁴ And the more terrible consequence of such an erroneous view is the attempt at so-called sex enlightenment.

And so we are forced to conclude: religious as well as extrareligious teaching can indeed impart moral insight, but the free individual must himself pronounce judgment on the morality of his actions because of or in spite of his moral convictions.

Religious instruction understood in the proper sense, namely, the imparting of religious knowledge, in so far as the acquisition by students is concerned, follows much the same pattern. But it is encumbered with a still greater difficulty, namely, the fact that many religious notions are only analogous, that many religious truths are supernatural. But we must concede that religious notions and religious truths can be taught in the sense that they can be assimilated by the memory. The truths of natural religion, moreover, such as the existence of God, the spirituality and the immortality of the soul, and retribution after death, can be convincingly presented to the students, but not necessarily compellingly. As "subject matter" the teacher can teach and the children can learn everything that is in the catechism and other source books for the

children; he can teach songs and prayer formulas; he can retail knowledge of liturgical feasts and services.

More difficult to teach are immaterial and supernatural truths. To bring about their acceptance we can offer logically convincing arguments, but not such as will infallibly or necessarily induce assent. This convincing presentation must be and can be supported by such sources as Tradition, the inner harmony of the doctrines themselves, and the testimony of saintly men and women, and must be corroborated by the conviction of the teacher himself (*nemo dat quod non habet*). The means by which these supernatural truths may be imparted to the students is through the power of the imagination which students possess and use. But we must not forget that the notions and concepts that are acquired in this fashion are only analogies of the truth itself.

But there are certain truths which cannot be taught by means of analogies; there are truths which do not lend themselves to such methodology, e.g., the Trinity, transubstantiation. Instruction can only present the riches of revelation in the language of the Bible to the understanding of the child and must permit faith to have the final say. The grace of faith must bestir and quicken the will, and thereupon there follows the act of faith. But this act lies far beyond the power of logical compulsion. Truths of faith are not self-

evident; they are accepted by the mind on the basis of an act of the will. In matters of faith we must ascribe primacy to the will (not the understanding) and to grace which moves the will. Questions and difficulties which have their source in the minds of the students cannot always be solved in the ultimate detail; there may remain something of the fog or the darkness which accompanies its first utterance. The mystery of faith must, in spite of all human explanations, still remain a mystery.

Secular instruction has as its purpose the understanding and assent of the pupil to the truth or the teaching that the teacher has propounded. To this in religious instruction there corresponds the act of faith, the assent of faith, to the truth or to the dogma that has been presented by the teacher. Can this act, can this assent, be elicited simply by means of the instruction? Logically it cannot, for the content of faith does not produce its corresponding effect, the act of faith, by means of logical and compelling reasoning. For this content surpasses all human knowledge and far outstrips all human reasoning. Looked at psychologically the will alone pronounces on the act of faith; the will, aided and abetted, awakens it. And what determines the will? What is it that aids and abets it? Faith is grace and every act of faith is the result of the influence of God through grace. Grace is not in any way connected with the efficaciousness of nature to produce effects proper to itself. This means that we must teach as if everything depended upon our presentation and the proofs which it contains, but we must await everything, the assent we intend, from grace. Grace cannot be seized in a methodical fashion. For it we must pray.

This section, perhaps to you a kind of digression, has seemed necessary, so that we may understand how it is possible to be afraid of the reaction of Catholic students to a public school education. Perhaps when a truth was presented for the first time, the necessary human element, viz., the spark of the teacher, the attention of the child, was lacking; perhaps even when the human element was there, the supernatural, e.g., the prayerful request for grace, the will of God, were missing. As a consequence the truth of faith, while present as an associational link or in the apperceptive mass, has never become the spiritual heritage of the child, and if it happened to be a truth of the practical moral order, it was never practiced so that it might have become the "second" spiritual nature of the child.



³⁴F. E. Johnson, *American Education and Religion* (New York: Harper, 1952), p. 34.

CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

Advisory Committee

- BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.
 MRS. GERALD B. BENNETT, President, National Council of Catholic Women, Grand Rapids, Mich.
 DOM MATTHEW BRITT, O.S.B., St. Martin's Abbey, Olympia, Wash.
 FRANCIS M. CROWLEY, PH.D., Dean, School of Education, Fordham University, New York, N. Y.
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.
 REV. ALLAN P. FARRELL, S.J., University of Detroit, Detroit, Mich.
 BROTHER DENIS EDWARD, F.S.C., PH.D., LL.D., The Provinciate, Ekins Park, Pa.
 RT. REV. MSGR. EDMUND J. GOEBEL, PH.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
 RT. REV. MSGR. FREDERICK G. HOCHWALT, PH.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.
 BROTHER EUGENE PAULIN, S.M., PH.D., St. Louis College, Honolulu 16, T. H.
 RT. REV. MSGR. RICHARD J. QUINLAN, S.T.L., Winthrop, Mass.
 RT. REV. MSGR. CARL J. RYAN, PH.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio
 RT. REV. MSGR. FRANK M. SCHNEIDER, S.T.D., Rector, St. Francis Seminary, Milwaukee, Wis.
 JOHN P. TREACY, PH.D., Director, Dept. of Education, Marquette University, Milwaukee, Wis.
 RT. REV. MSGR. J. M. WOLFE, S.T.D., PH.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

MENTAL RETARDATION OF CHILDREN IN U. S. A.

Special Education Editorial No. 1.

The ordinary classroom teacher is not always aware of the general situation with reference to mental retardation. She may frequently appreciate the problem by finding a student "with whom she simply gets nowhere."

Dr. Howard A. Rusk in an article in the New York Times points out that among 31,000,000 children returning to school last September 700,000 were mentally retarded to the degree of needing special assistance which many of them would not get. Not more than 15 per cent, or 105,000 of the 700,000 retarded children would be placed in special classes; almost 600,000 would receive no care at all or only inadequate care.

Because mental retardation is not always very sharply distinguished from normal mentality, as we approach normal conditions the line is not sharp; hence many retarded children are in the ordinary classrooms. These are not only a problem themselves but they contribute to the general classroom problems. It is important, therefore, that they be identified and receive in time special care, for many can be trained to be independent and become helpful members of society.

Dr. Rusk's summary estimates the number of mentally retarded children in the United States and classifies them by degree of retardation. His summary of the authorities in the field is as follows:

1. One in every thousand is retarded to the point of being "dependent" and needing full-time care throughout life.

2. Four in a thousand are semidependent; that is, although they can be trained to "the point of self-care and social acceptability," they probably will never be self-supporting.

3. Twenty-five in a thousand will never acquire a mental age of more than 12 years, but they can be trained to get along independently with limited judgment and ability.

It has been customary to regard mental retardation as due to heredity, but half the cases, it has been shown, come from causes in which heredity is not a factor.

Unfortunately, attention has been concentrated on the dependent and semidependent group, and the placing of them in institutions where costs have been high. The group for which most could be done has been neglected. This editorial is written for the purpose of calling attention to this group.

—E. A. F.

THE TEACHING OF SCIENCE

We would like to call to the attention of religious communities, college teachers, and principals and teachers in high schools the very plain statement of the Committee on the Significance of Mathematics and Science in Education (Central Association of Science and Mathematics Teachers), recently published in *School Science and Mathematics*. The Committee thus interprets its findings:

"The findings of these studies indicated that (1) teachers are invariably trained

significantly better in one field of science than in the others; (2) although beginning teachers usually teach generalized courses in science, and in small schools may teach all the science, their training in science is not suited to such teaching; (3) that the subject-matter competencies of new science teachers tend to be factual rather than centered around the ability to apply and make use of scientific information; (4) there is little uniformity in state requirements for certifying teachers of science, since at least seven states have not established requirements while others demand as much as forty semester hours to teach in certain areas of science; (5) there seems to be little evidence that certifying agencies have considered the qualifications desirable for supervisors or consultants in the areas of science; and (6) a comparison of state requirements with the recommendations of various authoritative bodies indicates that, in general, there are great discrepancies between what is considered desirable and the actual training in science that teachers receive."

—E. A. F.

GOOD TEACHERS

Good teachers are those who will kindle the fire of love for God. In the words of our Supreme Pontiff, good teachers are "more concerned with educating than teaching," and are "capable of forming and molding souls," who are in a word, "apostolic." . . . Good teachers are not mere instructional craftsmen, but zealous apostles with a mission.

The good teacher will measure up to the task, outlined in a recent annual message of the American Hierarchy, of providing the child with a complete and rational meaning for his existence. The good teacher will develop in the child a sense of God, by arousing in him a consciousness of God and of eternity, and unfolding before him a supernatural world revealed by faith, as well as the natural world revealed by his senses. The good teacher will develop in the child a sense of direction; a continuing purpose in life with eternal happiness as the ultimate objective. The good teacher will develop in the child a sense of responsibility for those rights and obligations he possesses by reason of his citizenship in heaven and on earth. Finally, the good teacher will develop in the child a sense of mission, to sanctify whatever walk of life he chooses.

—Archbishop Hoban,
at the 1954 convention
of the N.C.E.A.

Dramatizations for Christmas

For High School Students

CHRISTMAS IN HER HEART

CHARACTERS

Mrs. Price — middle-aged, cynical, misanthropic, worldly. Her dress and her apartment bespeak wealth.

Marie — secretary and companion to Mrs. Price. She is attractive, sensible, modern, good.

Mrs. Miller — fortyish, poor, cheery, optimistic.

Miller children — Judy, 14; Don, 12; Jerry, 10; Susie, 8.

Angel — an attractive girl in regular angel costume with wings.

Blessed Mother — sweet-faced, intelligent, able to memorize, possessing a good voice. Wears regulation Blessed Virgin costume.

St. Joseph — typical St. Joseph type.

Shepherds, Priest, Nun.

Royalty — regal in appearance, dressed in royal robes.

Farmers — need not be rustic in appearance; wear jeans.

Modern Youth — typical of the times. Wear school clothes.

Foreign Nations — Can be Negro, Mexican, or any foreigner. Wears native or other suitable costume.

Carolers — wear school coats and caps. Sing hymns.

Angels — wingless, and dressed in pastel tints.

Three Kings — sing *We Three Kings*.

ACT I

[*The scene is the luxurious apartment of Mrs. Price. As the curtain pulls, she is peering out the window.*]

MRS. PRICE: The snow falls thick. Winter's brightness sparkles as the lights catch the frosty gleams of the snow. Why can't life sparkle and gleam? [*Walks across stage as she continues*]: It is growing late. What can be keeping Marie? [*Sits in easy chair.*] An unusual girl is Marie. She is intelligent, efficient, modern; yet there is a seriousness, a depth of character I don't penetrate. I am fortunate to have her for a secretary. [*Pauses and listens.*] I believe I hear her now.

Sister M. Evarista, C.S.J.

Mt. St. Mary's Convent
Wichita, Kans.

[*Enter Marie in street clothes, snow in her hair and on her shoulders.*]

MRS. PRICE [*pleasantly*]: Did you have a good walk?

MARIE [*graciously*]: Wonderful, thank you.

MRS. PRICE: That is an odd whim of yours, walking in the snow.

MARIE [*smiling*]: It is an excellent way to catch the Christmas spirit.

MRS. PRICE [*dryly*]: It is an excellent way to catch a cold.

MARIE [*enthusiastically*]: Oh, but when the snow falls gently, silently, and the hills put on their winter garments of white, I am filled with peace. I think of the first Christmas when the Saviour came to earth, and of angels singing the first Christmas carols, of lonely shepherds, and of three Wise men from the East.

MRS. PRICE [*cynically*]: Most people see Christmas only as a time for exchanging gifts. They talk about gifts, shop windows display them, headlines scream them. The evening paper reminds us that there are 33 shopping days till Christmas. Thirty-three days to buy gifts for a lot of thankless people. People who will pick those gifts to pieces, lament that they are not better, and compare them with what they gave.

MARIE: It is indeed regrettable that this great day has become so commercialized. But if we have the real Christmas spirit in our hearts, Mrs. Price, the commercial part becomes charity toward others.

[*Exit Marie.*]

MRS. PRICE: A pretty theory but an impractical one. Therefore, I must finish this gift list so she can do the shopping. [*Crosses to desk and sits down.*] Now let me see — [*reads the list silently, then adds other names as she muses aloud*]. Then there is that impossible Von Feldt couple. No gift would suit them. [*Writes name.*]

— And I suppose I'll have to give something to the Kellers. They make such a display of gift-giving. They remember everyone from the charwoman to the President. [*Writes name and muses.*] Oh, and there's that walking manikin, Edythe Villars, who is fighting such a losing battle with Youth and Beauty. If I could give her a man and a fortune, she would believe that Santa left Cupid in her nylons. [*Looks over list and says*]: There! I think that is all. [*Reaches for checkbook.*] Let me see — I think — well — [*writes check*] that should be enough. [*Rings for Marie.*]

MARIE: Yes, Mrs. Price?

MRS. PRICE: It is time for Christmas shopping. This useless gift giving every year is a great annoyance. [*Hands Marie the list and the check.*] Take this check and this list of names. Go buy them something — I don't care what — only spend all the money and don't bother me.

MARIE: What a depressing view you have of a beautiful, age-old custom! Christmas is a time of gladness, of peace, of kindness to others.

MRS. PRICE [*thoughtfully*]: Sometimes, Marie, I envy you your philosophy of life.

[*Marie acknowledges the comment. She has been looking over the list, now she asks*]:

MARIE: Have you forgotten Mrs. Miller who cleans for you on Wednesdays? Her name is not on the list.

MRS. PRICE [*taking the list*]: By all means, I must not forget her, a truly admirable soul. The year round she has what you term, "Christmas in her heart." She is desperately poor, works hard, and yet is always cheerful.

MARIE: Some riches cannot be measured in bank accounts. Mrs. Miller's wealth is her trust in God.

MRS. PRICE: Personally, I don't know much about God. Sometimes I wish I did. [*Hands back the list.*] Put her name on the list. Buy something nice for her and the children and I myself will take the gifts to them.

MARIE [*happily*]: You do have Christmas in your heart, Mrs. Price. I'm sure your

kindness will be rewarded. The star that guided the Wise Men will guide you too. [Exit.]

[Mrs. Price starts to sit in an easy chair to read the paper. She hears the carolers outside singing "O Holy Night." She listens until they finish.]

MRS. PRICE: What lovely singing! Where is it? [Goes to window and peers out, then rings for Marie.] Marie, who was singing? Didn't they have sweet voices?

MARIE: They are the carolers from — High School. They sing every year.

MRS. PRICE: I don't believe they ever sang around here before. Call them in. [Exit Marie. Mrs. P. muses:] Those fresh young voices seem to carry a message of hope to weary mortals. Life is so empty, so futile! [Carolers enter.] Boys and girls, your singing was sweet.

CAROLERS: Thank you.

CAROLER I: We want to bring a Christmas greeting to all who hear us.

MRS. PRICE: Your singing inspires me with a longing for something — I scarcely know what.

CAROLER II: Those words are inspiring. I can always imagine the shepherds and the angels around the crib at Bethlehem on the first Christmas night.

CAROLER III: I try to think how the world must have rejoiced to be delivered from sin. I'd hate to think I couldn't go to heaven when I die.

MRS. PRICE: Sorry, boys and girls, we don't seem to speak the same language.

CAROLER IV: You know the story of the first Christmas. How man sinned in the Garden of Eden and the gates of heaven were closed against him. And God sent His only-begotten Son to lead us back to heaven.

MRS. PRICE: I've heard the story but it has never meant much to me. Will you sing something else?

[They sing "Angels We Have Heard On High." Mrs. P. sits entranced during the singing and then says feelingly:]

MRS. PRICE: Thank you, boys and girls, thank you heartily. You sing as if those words meant something to you.

CAROLERS: They do.

CAROLER V: We must go now and sing for the patients at [name of a hospital or other institution. Exit Marie and carolers.]

MRS. PRICE [sits musing]: Yes, what may the tidings be and why can I not hear them?

CURTAIN

ACT II

TIME: two weeks later

[Scene: simple home of the Millers.

Mrs. Miller and the children are decorating the Christmas tree. A Christmas crib is on one side.]

JUDY: Mother, do you know there are only 19 shopping days till Christmas? Do we have all our shopping done?

MRS. M.: Dear, dear, whatever are we going to do? I have scarcely started yet, and there are so many things to do.

DON: You ought to make a list of all the people to whom you are giving gifts.

JERRY: That's a good idea, Mother. We'll help you.

MRS. M.: Well, I knitted a pair of socks for the man who hauls the garbage.

SUSIE: You ought to give him some gloves too, Mother. One day when he was emptying the garbage, his hands were bare and cold.

MRS. M.: Maybe we can find him some. And I have a nice warm shawl for Mrs. Kenny.

DON: What that old crab needs is something to warm her disposition.

MRS. M.: Now, now, Son. Such talk does not show the Christmas spirit.

JERRY: Just the same, it's true. Every time our ball goes inside her yard she yells at us not to trample on her flowers and she won't let us skate on her pond.

SUSIE: And when us kids —

JUDY: Mind your grammar. When we children —

SUSIE [stumbling over it]: When we chil-dern — well, when us kids was coasting down that hill by her house, she said we ought to be home and what was our mothers thinking about to let us out in weather like that?

MRS. M.: People like that need kindness. It is to them that we need to show the real meaning of Christmas.

JUDY: I know the little crippled girl at school will like the new dress you made her, Mother.

SUSIE: It isn't new: it's made out of Aunt Sara's old one.

JUDY: But it looks nice and will keep her warm. Most of our clothes are made over.

JERRY: Christmas is better than a birthday, isn't it, Mother?

MRS. M.: Christmas is a birthday, dear. It's the greatest of all birthdays.

MRS. M.: Someone is knocking. Answer the door, Don.

DON [at door]: Oh, good afternoon. Mother, here is Mrs. Price.

MRS. M.: How good of you to come!

MRS. PRICE [as she enters, laden with packages]: I brought you a few knick-nacks to add to your Christmas cheer, though you seem to have plenty of that without my contribution.

MRS. M.: It always adds to our Christmas cheer to be remembered by our friends.

MRS. P. [aside]: Would that I found it so. [Seeing the tree] What a lovely Christmas tree!

SUSIE: The boys got it in the woods last night.

DON: When Dad was living, I always went with him to get it. This year Jerry had to go in Dad's place.

SUSIE: I helped too.

DON: You went with us. But girls don't help; they hinder.

MRS. M.: Children, put the packages under the tree. See, they all say, "Do not open until Christmas."

[Children place packages around tree.]

MRS. M.: Decorating the Christmas tree is a real lark at our house, Mrs. Price. The children get great joy from it.

MRS. P. [in wonder]: You get pleasure from such little things.

MRS. M.: It's the little things in life that count most, and simple joys are always best.

SUSIE: Mrs. Lady, see our crib? [Leads her to the crib.]

MRS. P.: Oh, a creche. I've seen them in Christmas displays — in store windows and the like, but never in a home.

SUSIE: Didn't you have a crib in your home when you were a little girl, and didn't your mother tell you all about it?

MRS. P.: No, I don't believe she did.

JERRY: Gee, she must have been a funny mother!

MRS. P. [smiling at him]: Well, you see, dear, my mother didn't know much about such things. [To Mrs. M.]: Do you always have a creche at Christmas?

MRS. M.: Oh yes. It wouldn't be Christmas at our house without the crib and the story of the Christ Child. If we forget the real meaning of the day, it is only a pagan festival on which we exchange gifts, eat, and make merry.

MRS. P.: None of my friends make any more of it.

MRS. M.: What a pity! Christmas is the most joyous time of the year. Families are united, grudges are forgotten, sinners come closer to God.

MRS. P. [placing her hand on Mrs. Miller's arm, she speaks earnestly]: I admire your simple faith and happiness, Mrs. Miller. I had no religious training in my youth and in maturity I always seem to be too busy about other things to find time for religion.

MRS. M.: Religion gives life a purpose.

JUDY: Mother, why don't you tell her all about it?

MRS. P. [somewhat eagerly]: Yes, do.

MRS. M. [*self-consciously*]: Really, — I — I'm not much of a storyteller —

JERRY: Oh Mom, you're a swell storyteller and you've told us that story lots and lots of times.

MRS. P. [*to Jerry*]: You tell us the story: I'm sure you can tell it well.

MRS. M.: Yes, let's get chairs, and Jerry will tell us the story. It never grows old.

[*They all sit around the crib.*]

JERRY: Once upon a time, nearly two thousand years ago, the world was very wicked. No one could go to heaven because God had closed the gates of heaven when Adam and Eve sinned in the garden of Eden. But most people were so bad they couldn't go to heaven anyway. But God loved the people because He had made them, so He sent His only Son, in the form of a tiny baby, to redeem the people and to reopen to them the gates of heaven. His mother, the Blessed Virgin Mary, and His foster father, St. Joseph, were very poor, and lived in a little town called Nazareth. The Emperor Augustus commanded all the people to go to their native city to be enrolled. St. Joseph and our Blessed Mother were descended from King David, so they had to go to Bethlehem to be enrolled.

SUSIE: And when they got there, there was no room in any of the inns and no one would let them in.

JERRY: Yes, the city was full of strangers who had come from all over, and since Joseph and Mary couldn't go to an inn, they had to go to an old stable on the edge of town. While they were there, Jesus was born. Mary wrapped Him in swaddling clothes and laid Him in a manger.

DON: Don't forget the shepherds, Jerry.

JERRY: Some shepherds were watching their flocks on the hillside near by, and a bright light shone round them, and hundreds of angels appeared in the sky, and sang "Glory to God in the highest, and peace on earth to men of good will."

JUDY: The angels told the shepherds that Jesus had been born in Bethlehem, and that He was the promised Redeemer, and they went to adore Him. And some wise men from the East saw a new star in the sky. They wondered at it because it was brighter than any other star they had ever seen. While they were watching, it began to move. They thought this was a sign from heaven, so they followed it, and it led them to the stable where Jesus lay.

SUSIE: These wise men were rich and they brought gifts to the new-born King, and that's why we exchange gifts at Christmas. What gifts did they bring, Mother?

MRS. M.: They brought gold, frankincense, and myrrh to show that He was king, God, and man. He wants us to bring



to the crib at Christmas the gold of charity, the frankincense of prayer, and the myrrh of humility.

MRS. P. [*with feeling*]: What a beautiful thought! [*Pats Jerry.*] Thank you, dear. That is a wonderful story and you told it well.

JERRY: Thank you.

MRS. M.: Now you see what Christmas means to us. It is the birthday of the Redeemer, and we try to prepare our hearts for his coming.

MRS. P.: Yes, I glimpse something of the real meaning of Christmas, and the reason for your simple faith and goodness. [*Rising*] I wish I might stay longer, but there are many demands on my time. [*At door*] Do you suppose if you asked Him, God would give me the Christmas spirit?

MRS. M.: We'll surely ask Him, won't we, children?

CHILDREN: We surely will. Good-by, Mrs. Price.

ACT III

[*Mrs. Price returns from Millers', looks around the room, and speaks as she removes her wraps, primps before a mirror, etc.*]

MRS. PRICE: Home again, but to what? The world is rejoicing, but my heart is not

at rest. Surely there is some purpose in this life — there must be. Else why are we here?

[*Enter Marie.*]

MARIE: Did you enjoy your slumming this afternoon, Mrs. Price?

MRS. P.: It was the Miller family who went slumming. They found me living in spiritual squalor, starving in the midst of plenty.

MARIE: They are a delightful family.

MRS. P.: The world has need of more like them. They have wealth in the peace and contentment of their family circle. With them, all the festivities of Christmas center around that crib. Though I was more or less familiar with the story of the birth of Christ, it never seemed so real to me as it did when those children recounted it. I shall not soon forget the afternoon's experience.

MARIE [*picking up Mrs. P.'s wraps*]: It might well be an epoch in your life. [*Exit.*]

MRS. P. [*sits in chair and muses on what she has seen and heard*]: God's own Son — sent to redeem us — born in a manger — myriads of angels singing around His earthly throne. The shepherds see the light, the Wise Men bring gifts. How wonderful it all must have been! Would that I had been there. [*Nods and goes to sleep.*]

[*Enter her Guardian Angel.*]

ANGEL [*standing beside Mrs. P.'s chair*]: Poor soul! Your heart is good, but your environment has been wrong. Grace is working in your soul: come with me and grace will triumph. [*Leads her off stage.*]

Scene 2. Crib Scene

[*First verse of "Hushed the Night" is sung before the curtain pulls. Curtain pulls on second verse, "See in manger lowly," B.V.M., St. Joseph, Angels on stage. B.V.M. is sitting, holding the Infant. St. J. stands back and left at head of crib. When curtain pulls, spotlight is on crib scene. For the third verse, no spot, but blue and red lights on whole stage. Mrs. Price and Guardian Angel stand at one side while different classes of people come to offer their gifts.*]

SHEPHERDS [*in unison*]: As we watched our flocks on the hillside, behold! an angel of the Lord stood by us and said: "This day is born to you a Saviour, who is Christ the Lord, in the city of David."

A SHEPHERD: And we said to one another, "Let us go over to Bethlehem, and let us see this word that is come to pass, which the Lord hath showed to us."

B.V.M.: Blessed be you who come in the name of the Lord.

[*Shepherds kneel around the crib. Enter*

three kings, singing "We Three Kings.")

FIRST KING: Gold from an earthly king to the King of kings. Accept it as a symbol of His eternal kingship.

SECOND KING: May this frankincense no longer be burned in pagan worship. May its clouds arise to the throne of the one true God.

THIRD KING: Myrrh, a sweet-smelling balm. I offer it to Him as a symbol of His sacred humanity.

B.V.M.: May you continue to make these offerings to my Son. Give Him the gold of charity—kindness in word and deed. Like billows of incense may your prayers rise from your loving hearts to Him in heaven. Myrrh signifies humility—meekness and gentleness as opposed to greed for power and wealth.

[Kings kneel around crib.]

MRS. P. [to angel]: The Millers said the same thing.

ANGEL: Truth is universal.

[Enter a priest.]

MRS. P. [to angel]: Does he come too? What will he offer?

ANGEL: Wait and see.

PRIEST [kneeling at feet of B.V.M.]: You, the mother of the great High Priest, are the Mother of all priests. Through you I renew an offering made long ago. I offer to your Son my mind and heart with all my faith, and hope, and love.

B.V.M.: My Son wants nothing better. What do you ask in return, O priest of the Most High?

PRIEST: Only that I remain true to my title, "another Christ." Like Him, I must win souls for heaven by prayer and sacrifice, by word and example. I need His help and yours.

B.V.M.: Yours is an exalted calling, and much is expected of him to whom much is given. You must be in the world but not of it. The road is often rugged with self-sacrifice, dreams unrealized, plans and projects thwarted. But all these trials are turned to gold in the fire of God's love. Go, and the blessing of heaven will go with you.

ST. JOSEPH: The loving Christ will strengthen you.

[Exit priest, enter nun.]

MRS. P.: Why do girls quench the fires of life by entering a convent?

ANGEL: Listen, maybe she will tell us.

B.V.M.: Come, O Bride of Christ, offer your gift to the Saviour.

NUN: That offering, O Holy Virgin, is my gratitude. Long ago there came into my soul a yearning for Him. But I was young and the world seemed fair. Yet its joys were empty, and I craved something

that would satisfy. I was drawn irresistibly to give Him my heart.

ST. J.: He drew you to Himself that He might give you more abundant life.

MRS. P. [to angel]: More abundant life?

ST. J.: Moreover, He bids you pass on His gifts to others—in schools, hospitals, orphanages, old folks homes, the mission field.

NUN: And so my days are full and satisfying. No earthly life is without troubles, however, and mine is no exception; but gold must be tried by fire. In a heart often weak and faltering but nonetheless sincere, I feel a surge of gratitude that out of thousands He might have chosen, He called me to be His bride.

B.V.M. AND ST. J.: Go, dear consecrated maid, and serve the Lord with fervor to the end.

[Exit nun, enter Miller family.]

MRS. P.: Ah, I knew they'd come.

MRS. M.: You are not strangers to us, O Holy Family. You are the model we try to imitate in our family life. In each of my children I see the Babe of Bethlehem. I teach them to be pure, considerate of others, industrious, and prayerful. We pray and play together.

B.V.M.: The family who prays and plays together stays together.

MRS. M.: And now we have a special favor to ask, don't we, children?

CHILDREN: Very special.

MILLERS [in unison]: Please, dear Mother, ask your Son to send a star to guide good Mrs. Price to Him and to you.

MRS. P.: Bless their hearts, they didn't forget.

ANGEL: And they give themselves with their gift.

B.V.M.: Ask and you shall receive.

[Exeunt Miller family, enter Royalty.]

KING AND QUEEN: We would that we might bring you on this Christmas night, some gift worthy of you. We have only our jewels to offer, symbols of royalty, and they are indeed, a poor offering. For in the deep red of these rubies shines the blood of nations—blood shed in the name of patriotism. Fields, strewn with the bodies of the victims glow in the green of these emeralds. In these diamonds glitter the selfish, hard, cold cunning of those in power—some of them, alas, kings and queens.

B.V.M.: Return to your people and rule kindly. Be mindful of their hopes, their desires, their troubles. They need someone to care. They need you, Your Majesties.

ROYALTY: With you we leave our tired and weary hearts. Offer them to thy divine Son. Ask Him to cleanse them of cowardice, envy, and bitterness.

B.V.M.: The gift of your hearts is more pleasing to my Son than the gift of your throne and all your material wealth. May the peace of this day abide with you always.

[Exeunt Royalty, enter farmers.]

FARMERS: On this night, the birthday of your Son, we come to join in your perfect joy and peace. Out on the snow-hushed, whispering prairies, we find an echo of it. In the strong silence of the stars we feel the majesty of God. In the clean, white, firm land we find your Son.

B.V.M.: Deep in the hearts of men and women such as you, Christ is born again.

[Exeunt farmers, enter young people.]

MODERN YOUTH: We slipped away from the crowd, dear Lady Mother, to wish you Christmas joy on the birthday of your Son. They say that modern youth is cold and selfish; that our hearts hold no love except for self. They say we are frivolous, irresponsible, and even bad. But Mary, are we those things. You were young once. You hear our songs and laughter. Is it bad?

B.V.M.: Alas, some of it is. But much of it is clear, and sweet, and liting. Such music and laughter does not come from hearts that are bad.

BOY: We are cold to deception, to hypocrisy, and lies. But we are warm with love of you, our Lady. In the girls with whom we associate, we try to see you. Many a rosary we offer to you. And when we look into the future, into things we cannot fathom, we look unblinkingly, because we know you will be with us.

GIRL: Yes, dear Mother, we need you. Modern youth wants to be strong, clean, and honest. Our ideals are high, but temptations are many. Sweet and gentle Mother, lead us in the way of your Son.

B.V.M.: He reads your hearts, dear children, and lovingly watches your struggles to keep His commandments. Amid temptations battle bravely and offer to Him the gift of a clean heart. Heaven is the prize.

YOUTH: Blessed are the clean of heart for they shall see God.

MRS. P.: She does understand, you fine youngsters with the clear eyes and open faces.

ANGEL: A good mother is likely to understand her children.

YOUTH: Blessed are the clean of heart for they shall see God.

[Exeunt youth, enter foreign nations.]

FOREIGN NATIONS: I represent all peoples of the earth, whatever their race or color. In their name I worship the new-born Christ, the Redeemer of mankind.

B.V.M.: Christ came to save all nations.

He came to teach the fatherhood of God and the brotherhood of man.

[*Exit foreign nations.*]

ANGEL [to Mrs. P.]: Our quest is ended. Let us not tarry here. The Babe in yonder lowly manger is the Prince heralded by the star. Let us go to Him.

MRS. P.: The others had gifts: what can I offer Him?

ANGEL: Yourself. Come. [*She leads Mrs. P. to B.V.M. Mrs. P. kneels.*]

MRS. P.: Dear Lady, on this holy night, I, too, wish to join in your happiness.

Heretofore, I have had no room for Him in the inn of my heart. Worldly views and selfishness have dimmed the light of grace. But the star that guided strange Kings has guided me to the manger and to you.

ST. JOSEPH: It is truly a holy night when shines the light of your own soul, and you see your own spiritual poverty.

B.V.M.: You have found that material wealth does not bring lasting joy. Life cannot be successful without a guiding star pointing to a worthy goal. Leave your selfishness and its miseries here at the crib.

Even as yonder stars fill the world with light, so will He bring into your heart the everlasting peace promised to men of good will.

[*Mrs. Price stays kneeling at the crib while the angels sing "Adeste Fidelis" or some other appropriate hymn.*]

[*N. B.: If the stage is large enough, it will be more effective if the various characters stay on the stage instead of leaving as indicated. Then the entire cast can sing the closing hymn. Any other suitable hymns may be substituted for the ones mentioned here.*]

A Radio Script for Upper Grades

WE CALL HER BLESSED

MUSIC: *Ave Maria* [children hum softly].

CHILDREN OF MARY: Hail Mary, full of grace, the Lord is with thee. Blessed art thou among women. . . .

SEEKERS: Why do you pray to Mary? Why do you say her name with love and call her blessed?

CHILDREN: Because she is our Mother, and the Mother of our God. She alone, among all the women of all the ages, was chosen to bring to earth the Son of God.

SEEKERS: How do you know? Who told her that her Son would be a God?

CHILDREN: She heard it first in her little home at Nazareth where she knelt to meditate and whisper words of love and glory to the Lord.

SOLO: The Angel Gabriel was sent to Nazareth to bring the glad tidings to the Immaculate Virgin Maid.

MUSIC: *Ave Maria* [softly for a few seconds].

GABRIEL:

Hail Virgin Mary, full of grace!

MARY:

Who is it speaking in this place
With such a gentle voice?

GABRIEL:

The Lord of Heaven is with thee now!
Blessed among all women thou,
Who art His holy choice!

MARY:

What can this mean? No one is near,
And yet, such sacred words I hear,
I almost fear to stay!

GABRIEL:

Sister Miriam Jane, S.C.

Seton Hill

Greensburg, Pa.

Fear not, O Mary; from the sky
The majesty of the Most High
Shall overshadow thee!

MARY:

Behold the handmaid of the Lord!
According to thy holy word
So be it unto me!

[*From "The Annunciation"*
by H. W. Longfellow.]

MUSIC [up and out].

CHILDREN: And Jesus was born in a stable and laid in a manger, because there was no room in the inn.

MUSIC: *Gloria in Excelsis* [hummed softly].

CHILDREN: And shepherds came and adored Him, and Wise Men came from the East bearing precious gifts — and Mary knew that her Son was the Son of God.

SEEKERS: What kind of boyhood did He have, this Child of Mary?

CHILDREN: We like to think that His childhood was not unlike our own. We like to think that He enjoyed the little things that give us so much pleasure.

SOLO 1: The sun that warmed His face and arms, and touched Him with a healthy, golden tan.

SOLO 2: The sand between His toes, and

rippling water running cool about His feet.

SOLO 3: A field of grass and flowers, a bed of moss, a little road to dig along a hill where He might play with tiny caravans and wooden toys.

SOLO 4: A carpenter shop, where He might build small things with blocks and shavings, and learn to imitate the workmanship and craft of St. Joseph, His foster father.

CHILDREN: We like to think that Mary watched Him as He played, and sometimes called to Him.

MARY: Jesus.

CHILDREN: And when she spoke His name, she knew it was an aspiration.

MARY: Jesus dear, it's time to come and have Your lunch.

CHILDREN: Her hands prepared His meals. They warmed His broth, and poured His milk, and baked His bread, He who would give to us the Bread of Life.

SOLO 1: Her hands did other things to serve her Son and God.

SOLO 2: They washed His clothes.

SOLO 3: And combed His hair.

SOLO 4: And taught Him how to tie a bow and mend a net.

CHILDREN: O Mary, take our hands and teach them how to work for God. Consecrate our hands and make them instruments of service to our Lord.

MUSIC [up and out].

SEEKERS: But did He never bring her sorrow in His youth, or cause her pain?

CHILDREN: Old Simeon had foretold her

sorrow in the Temple, when Christ was yet an Infant.

SIMEON: And thy own soul a sword shall pierce.

MARY: Be it ever done to me according to thy word.

MUSIC [*up and out*].

CHILDREN: Our Lady could not help but feel a sorrow deep and unrelieved with every tear He shed or bruise He bore, and when His little arms outstretched to make the shadow of a cross upon the floor, His Mother knew that He had much to suffer.

SOLO [*light voices*]:

I see His blood upon the rose
And in the stars the glory of His eyes,
His body gleams amid eternal snows,
His tears fall from the skies.
I see His face in every flower;
The thunder and the singing of the birds
Are but His voice; and carven by His power,
Rocks are His written words.
All pathways by His feet are worn,
His strong heart stirs the ever-beating sea,
His crown of thorns is twined with every thorn,
His cross is every tree.

[*Poem by Joseph Mary Plunkett.*]

MUSIC [*softly*].

SOLO 1: And once she lost Him.

SEEKERS: Lost Him?

CHILDREN: In Jerusalem, where they had gone to pray when Christ was only twelve.

SOLO 2: For three days they sought Him.

SOLO 3: And when they found Him in the Temple, He was talking to the priests and lawyers, and teaching them.

SOLO 4: When Mary cried that she and Joseph had long been searching for the Boy, and sorrowing, the Christ Child said to her,

SOLO 5: "Why is it that you sought Me? Did you not know that I must be about My Father's business?"

CHILDREN: And then He went to Nazareth and was subject to them, but His Mother kept all these things in her heart, pondering them.

MUSIC [*up and out*].

SEEKERS: And what of Mary when her Son had grown? What did she do when He became a man?

CHILDREN: The Blessed Mother of the Lord did not disdain to have her Son become a man and be about His Father's business, as He had said.

SOLO 1: Indeed, it was at Mary's bidding that our Lord performed His first of many miracles.

CHILDREN: There was a wedding feast

in Cana of Galilee, and the Mother of Jesus was there.

SOLO 2: And Jesus also was invited, and His disciples, to the marriage.

SOLO 3: And it happened that the wine failed, and Mary said to Jesus,

MARY: They have no wine.

CHILDREN: And to the waiters, she commanded,

MARY: Whatsoever He shall say to you, do ye.

CHILDREN: And Jesus bade the waiters fill the jars with water, and when they had carried them to the chief stewards, they tasted it, and found that the water was turned into the sweetest, purest wine.

SEEKERS: How proud His Mother must have been, and yet surprised, that He, her Son, had so much power.

CHILDREN: She knew that He was God.

SOLO 1: And when He walked the streets of Galilee, and cured the sick, and made the blind men see and deaf men hear, and bade the lame take up their beds and walk, our Lady was not surprised. She'd always known that He was God.

CHILDREN: And when they'd stoned Him in the city, and cursed His Name, and said, when they had seen His miracles, "Is not this the carpenter of Nazareth, the Son of Mary?" our Lady knew that now His time was near to save the world.

MUSIC [*up and out*].

SEEKERS: Did no one understand that He was God, none save St. Joseph and His Virgin Mother?

CHILDREN: His time was not unlike our own. There were some who loved, and some who hated Him, and some who did not understand.

SOLO 1 [*excitedly*]: But I tell you. I saw it with my own eyes! A little child staggered to him, dragging along a small clubfoot. He touched the foot, and kissed the child, and the young one ran away to play, happy and whole as any child alive!

SOLO 2: He has twelve strong men who follow Him through Galilee. Most of them were fishermen, but at his invitation, they left all things and went after Him.

SOLO 3: He preached all day to the multitudes on the hillside. The people hung on every word He said.

SOLO 4: And such unusual lessons that He taught!

SOLO 5: "Little children, love one another!"

SOLO 6: "Do good to them that hate you; bless them that persecute and calumniate you."

SOLO 7: "Blessed are the poor."

SOLO 8: "Take up My cross daily, and come after Me."

SOLO 9: "Blessed are the clean of heart,

for they shall see God."

GIRLS: I saw His Mother standing with the crowd. She seemed joyously proud!

BOYS: — Of such a Son? [*Scornfully*] He drives out devils by Beelzebub!

SOLO 1: The Scribes and Pharisees would have Him quieted. He raises a tumult among the people.

SOLO 2: If we let Him alone so, all the people will believe in Him!

SOLO 3: We must get rid of Him.

SEEKERS: But how?

CHILDREN: He must be crucified!

BOYS: Crucify Him! Crucify Him! Let us crucify the Christ!

MARY: No! No! He is my Son. What evil has He done?

BOYS: Let Him be crucified!

MUSIC [*Ave Maria up and out*].

CHILDREN: And they took Jesus and led Him forth; and bearing His own cross, He went forth to the place which is called Calvary.

SOLO 1 [*softly, reverently*]: And when they had nailed Him to the cross, there stood at the feet of Jesus, Mary, His Mother.

MUSIC [*softly*]: *Ave Maria*.

CHILDREN: And when Jesus had seen His Mother, and the disciple standing whom He loved, He said to His Mother:

BOYS: "Woman, behold thy son."

CHILDREN: He would not leave her alone and unprotected. St. John, His beloved Apostle, was to take the Mother of the Lord and be her second son.

SOLO 2: And after that, He said to His disciple,

BOYS: "Behold thy Mother."

CHILDREN: In just those words, Christ gave His Mother to the world to be our Mother, and the world He gave to her to mother ever.

SOLO 3: And from that hour, the disciple took her to his own.

MUSIC [*up and out*].

GIRLS:

Our Lady stood beside the cross,
A little space apart,
And when she heard our Lord cry out,
A sword went through her heart.

[*From "Our Lord and Our Lady"*
by H. Belloc.]

CHILDREN: And they laid the body of Jesus in a tomb hewn out of a rock, and they rolled a huge stone to the entrance of the grave.

GIRLS:

They laid our Lord in a marble tomb,
Dead, in a winding sheet,
But our Lady stands above the world
With the white moon at her feet.

[*From "Our Lord and Our Lady"*
by H. Belloc.]

MUSIC [*very, very soft*].

SEEKERS: But what of Mary when her Son was dead? Where did she go? And what did she do? How did she live?

CHILDREN: On Easter morning, when the women went to the tomb to anoint the bruised and bloody body of their Saviour, we do not look for Mary with them there.

SOLO 1: She did not leave John's home, that glorious morning of the Resurrection.

SOLO 2: It seems she must have known that Christ would rise and come to find her there.

SOLO 3: When Mary of Cleophas, and Magdalene, and the other Mary came crying out with joy that the tomb where Jesus lay was empty, and that He'd risen from the dead, she must have smiled, a happy,

joyous smile, for surely *she* had seen Him first.

SOLO 4: Perhaps He came to her that first still moment of the Resurrection, and, holding out His pierced hands, He might have whispered, "Mother, I am with you still."

CHILDREN: And He will always be with her, His Mother. Though He's ascended now and reigns in heaven, He's taken her as Queen. *His* Mother and *our* Mother, as Queen of Heaven.

MUSIC [*children hum*]: "Hail Holy Queen Enthroned Above."

SEEKERS: Queen of Heaven and Queen of Earth. Mary.

CHILDREN: And now we say two names in aspiration. Jesus . . . Mary . . .

SEEKERS: Let us join our voices and make one glorious and universal choir in praise of Mary, the Mother of God.

CHILDREN: Come, let us kneel here at her feet and call her blessed. Let us say her name with love, and be her children always.

SEEKERS: For we believe that Christ is God, and He Himself has given her to us to be our Mother.

ALL: Hail Mary, full of grace, the Lord is with thee; blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

MUSIC [*Ave Maria up and out*].

For Primary Grades

THE AWAKENING OF LITTLE BOY BLUE

SCENE I: A CHILD'S PLAYROOM

[*Little Boy Blue enters the playroom singing or reciting.*]

BOY BLUE:

Tramp, tramp — tramp, tramp
Over the playroom floor,
My doggy chased the pussy cat
And she ran out *that door*.

[*Points to door with stick.*]

Shoot, halt — shoot, halt
Don't you come back again
My doggie has a headache —
We're on our way to bed.

[*Then throwing down his stick, Boy Blue picks up his fuzzy dog from the floor saying to the audience:*]

This is my little doggie.
We just hate to go to bed,
But doggie took a tumble
And hurt his poor old head.
My doggie, I will care for you
And put you right to bed.
Then I will call a doctor
To help your poor old head.

[*Boy Blue still carrying his dog in one arm, walks over to the toy dog and soldier who are standing on a little chair — stage side — center. He then says while the music is playing softly:*]

Now don't you go 'til I come.
[*Shaking finger at soldier.*]
And don't you make any noise.
[*To dog on chair.*]

Sister Mary Ann, S.N.J.M.

Sacred Heart Convent
Oakland 9, Calif.

[*While music continues to play softly, Little Boy Blue starts to tiptoe off the stage — while waving goodnight to his little toys. He pauses when almost off the stage, runs back and kisses his stiff toys goodnight. With his fuzzy dog under his arm, he leaves stage, still waving to his mute little friends — while the curtains are slowly closing. The curtains are held for a moment — when almost closed — giving the audience a final view of the little chair with the toy soldier and the little dog standing upon it. Music is absolutely essential for atmosphere.*]

[*Just before the curtain opens for Scene II, the poem, "Little Boy Blue," by Eugene Field, is recited as a sort of prologue to Scene II.*]

SCENE II: THE THRESHOLD OF HEAVEN

[*The curtains open slowly upon a garden scene, made entrancing by the use of amber or light pink floodlights. In the back stage center, there is a flower laden arbor. The green grass is sprinkled with anything silvery and glittering, which will give the effect of evening dew. A small angel dressed*

in gold, is busily watering the flowers. Her companion, a beautiful angel dressed in silver and white, and somewhat older in appearance, is seated on the grass, gently entwining a garland of flowers. A small harp is on the grass near her. Along the garden path, there is a huge sign which reads:

This Way to Heaven

[*Soft music begins to play slowly. I used the theme from Rosamunde, Entracte, op. 26, as a sort of leitmotif for the appearance of Boy Blue. Boy Blue, with his fuzzy dog held tightly, comes walking very slowly from one of the side entrances, looking around wonderingly and quite bewildered. He walks over to the sign and reads aloud:*]

This Way to Heaven.

[*Boy Blue then tiptoes to front stage and says to audience in a loud whisper:*]

It looks like we might be near heaven.

[*The Silver Angel quietly rises from her place on the grass and slowly walks over to Boy Blue.*]

SILVER ANGEL:

O listen — little boy in blue
Angel voices are calling.
The pale moon shines in yonder sky
While little stars are falling.
O awaken, little child of God
Hand in hand we'll wander —
Hand in hand to the beautiful land

of heaven—a way off yonder.
And you shall have two beautiful wings
Most beautifully light and airy—
And oh, just watch the old moon smile
For he'll think you some little fairy.

BOY BLUE: Beautiful Angel, how kind you are to me. But please tell me—where is God's home?

SILVER ANGEL: Ah, little Boy Blue, did you not know that Mary, our Queen, is coming *herself*, to take you to heaven?

BOY BLUE: Mary, your Queen?—Who can she be?

SILVER ANGEL: You do not know her? Why, she is our Queen—but your Mother.

BOY BLUE: Mother? Do you mean—really and truly—I'll have a Mother in heaven? A Mother to sing me to sleep and call me her little boy? Oh, but I don't even know her. You see—no one ever told me anything about her.

[*Boy sits down on the grass and begins to cry. The little angel who has been watching intently and with much sympathy, sits down near Boy Blue and cries too. The Silver Angel sings or says*]:

She is fair as the dawning
Is Mary our Queen—
The Mother of Jesus
Our King and our God.

[*Then she calls to the little angels*]:

O come little angels
Come and be glad
That we may bring joy
To this little heart that is sad.
Come—let us repeat that sweet story
of old
How Mary our Queen in her arms
once did hold
The Christ of the Universe—
Our Creator and God.

[*While the Silver Angel is speaking, little angels dressed in pastel colors, come slowly forward from left and right stage entrances. Then in clear tones each recites slowly and distinctly the following verses. Each little angel can say as many or as few of the lines as desired*]:

A long, long time ago—more than a
thousand years—
People were just wondering
When the Saviour was coming
to live with them.
Some wanted Him—some didn't care,
But everyone needed Him badly.
God the Son knew that He was needed
Still He waited for His Father's will.
It was in the springtime—fields were
teeming with wild flowers—
Birds were singing—the earth was
just awakening to new life—
But man—well—
God saw that man needed new life too.
God sent His Angel Gabriel

To carry a message
To one who was filled with His divine
life—

Mary, the daughter of Anne and
Joachim.

Gabriel did not have to stop to ask
the way to Mary's home.

He just looked down upon the far-
away earth

And saw with his heavenly vision—a
star

Of whose light he had often wondered
and dreamed about.

It was Mary—O little Boy Blue—
your heavenly Mother.

Gabriel said to Mary—

Hail, Mary—full of grace

The Lord is with thee.

Blessed art thou among all women.

Mary answered—

Please excuse me

I am a little frightened

Just what are you telling me?

Smilingly, Gabriel said—

Mary, God has chosen you to be the
Mother of His Son.

He will be great and will save the
whole world—

And will give it new life.

Mary, do you wish to send a message
to your heavenly Father?

Yes,—

Please tell God

That I want to do always

What he wants.

Many months go by.

It is a clear, cold night—

With few stars in the sky

To light the way of two lonely, tired
travelers.

Yes, we see Mary and Joseph

In the bright city of Jerusalem,

Searching and looking—

For somewhere to go.

All the important people find room

But not they.

No one has a speck of room for
them—

Not even the public inns.

Door after door closes to them—

And each has the same to say:

No room—no room—

Try elsewhere.

Finally Joseph asks—Elsewhere?

Where is elsewhere?

Well, there is a cave on the hillside—
over yonder—perhaps—

Yes—perhaps.

It is midnight, now, of that same win-
ter night.

The air is cold and crisp.

Stars in the clear blue sky

Give light to the cave where animals
dwell.

But no—light seems to be coming
from the cave

And reaching to the stars.

Can you guess?

The little Jesus is born.

My, but He is poor.

His bed is a manger—and hay keeps
Him warm.

The hearts of Mary and Joseph are
the happiest hearts on earth.

Mary—the Mother of God,

And Joseph her guardian.

[*As music plays softly, the curtains be-
hind the center arbor open, giving the au-
dience a full view of the Nativity tableau.
All the angels kneel and sing "Silent
Night." Little Boy Blue, with his dog held
tightly under his arm, wonderingly walks
up the middle garden path—hand in hand
with the little Gold Angel—to the manger.
They both kneel at the crib—Boy Blue
gazing intently at the Infant Child. As the
music continues to play softly, the curtains
of the tableau close slowly. The little an-
gels, who told Boy Blue the story of
Mother and Child divine, quietly leave the
garden while Boy Blue, accompanied by the
Gold and Silver Angels, walks slowly for-
ward to front stage center.*]

GOLD ANGEL:

Never was Baby so loving as He

And never was Mother so loved as she.

She sang Him to sleep—her own little
Boy—

And called Him her darling—her
pride and joy.

Some dear little children came by there
—one day—

They gave Him their lambs to join
Him in play.

BOY BLUE: What can I give Him? My
dog. I have no little lamb.

SILVER ANGEL: Little Boy Blue—He
wants only your—love.

[*The curtains close slowly while soft
music plays Schubert's "Ave Maria." As
the curtains close the music increases in
volume. There is a slight pause, music
continuing, and the curtains open for the
third scene—music gradually becomes
softer until one hears only faint strains.*]

SCENE III: THE AWAKENING

[*As the curtains slowly open, Mary,
dressed in white satin, with a blue mantle
over her shoulders, and blossoms entwined
in her hair, is standing in the archway,
with her arms extended toward little Boy
Blue—and a loving smile on her face. His
Mother Mary has come herself, to take
little Boy Blue to heaven. All the little an-
gels are back on the stage—grouped
around the archway—leaving the center*

path free. An amber spotlight encircles Mary with a heavenly light.]

[Little Boy Blue joyfully walks over to the opposite side of the stage, to where the little Gold Angel is standing — rapt in loving admiration as she gazes intently at her Queen. Boy Blue leans over and says aloud to the Little Gold Angel]:

BOY BLUE: Yes, Little Angel, she is your Queen — but my Mother!

[With his dog clutched tightly in one hand, Boy Blue is gently led by the Silver Angel up the middle pathway. When they are within a few feet of our Lady — the Silver Angel hesitates — then kneels reverently — while little Boy Blue runs forward to his heavenly Mother. Mary gently enfolds him in her mantle.]

[Music gradually increases in volume as the curtains slowly close.]

DARK: Daddy'd tell St. Joseph he Would help him find a job,
ALL: That somewhere in that mob Someone should need a carpenter.
DARK: But they had to go and find a stable,
Use a manger for His bed,
Put scratchy straw around His head,
And keep Him warm as best they could.

ALL: But then, the angels! Angels stood

LIGHT: In plain sight, Baby Brother!

ALL: And said they'd find God with His Mother. . . .

That's what they told the shepherds!

LIGHT: I wish I'd been one of them. . . .

ALL: Come on, let's play I am,
That I'm bringing Him a lamb.
I'll bring you, too, and all our sheep. . . .

LIGHT: Why, Baby Brother! You're — asleep!

A CHRISTMAS STORY

Sister Mary Jean, C.S.J.

Cathedral Girls' High School
San Diego, Calif.

And asked them how they'd been,
LIGHT: And Mother would have made some tea.

Choric Speech for Primary Grades

ALL: Would you like to hear a story,
Baby Brother?

DARK: Mother says you're much too small
To understand a word at all,
But, you know, I wonder. . . .

ALL: It's about another little boy
About your size,

LIGHT: Only He was God — otherwise
He must have looked a lot like you.

DARK: And He had a Mother, too,
Holy Mary. And you know,
She'd cook and clean the house
and sew

LIGHT: Just like our mother. . . .

ALL: That is, when she had a house;
Because when Jesus came,

LIGHT: (Jesus was the Baby's name),

ALL: They were staying in a stable.

DARK: No cozy beds, no chairs, no table,
Just an old dirt floor,
Not even any door!

LIGHT: And it's cold in winter!

DARK: Poor St. Joseph couldn't help it.

ALL: That Roman ruler told
All the people to be enrolled
In cities that were far away,
And St. Joseph wouldn't disobey!

DARK: But when they got to Bethlehem
There wasn't any room for them!

LIGHT: We had lots of room for you,
Baby Brother.

ALL: If only we'd been there that night,
We'd have said, "Come in."

A CANTICLE FOR CHRISTMAS

Sister Mary Jean, C.S.J.

Cathedral Girls' High School
San Diego, Calif.

Choric Speech, Grades VII-XII

Carol — "Joy to the World"*

ALL: Lovely lilting ripple of a singing breeze

LIGHT: Tinkling like wind-bells of Orient,

MED.: Laughing like waterfalls of far north lands,

DARK: Swishing like the breath of sandy desert dunes,

ALL: Murmuring a lullaby among the trees,
Murmuring a Lullaby to Christ the King!

Carol — "The Snow Lay on the Ground"

DARK: Soft swish, swish of the falling snow,

LIGHT: Feathering, feathering from the heights,

MED.: Whispering the psalms in hush-a-bye notes,

ALL: Drifting over oceans from polar gates,

Singing for the heavens, pianissimo,
Singing so a Baby will sleep,
sleep, sleep.

Carol — "Carol of the Birds"

LIGHT: Shy little chirp, chirping overhead,
Chatter of the sparrow, twitter of the wren,

MED.: Plaint of the dove, cooing to its own,
Song of the oriole, warble of the finch,

MED. & L.: Trilling out a welcome by His manger bed,

ALL: Trilling out a welcome to the new-born King!

Carol — "Angels We Have Heard on High"

MED. & L.: Clarions of heaven sounding out to earth,

DARK: Trumpeting from Greenwich to Istanbul,

MED.: Glorias of angels on Bethlehem's hill,

ALL: God has come among us, Emmanuel!

L. & DARK: Hymn the Virgin Mother!
Hymn the Saviour's birth!

ALL: Swell the mighty choruses of angel host!

*The carols are merely suggested. Any others may be used.

Carol — "Come, All Ye Shepherds"
 MED. & L.: Beating steps of gladness,
 song of sturdy feet,
 Tramping icy pathways to a
 hillside cave,
 DARK: Gruffly muttered greetings,
 canticles of love,
 D. & MED.: Crescendo through the uni-
 verse with hearts that give,
 Mighty as the angel choir, a
 gift-lamb's bleat,
 ALL: Exultant in the joy of being
 holocaust to God!
Carol — "O Sing a Joyous Carol"
 MED. & L.: Cadences of rapture startle
 drowsy beasts,
 DARK: Song of virile hands fashion-
 ing a crib,

MED.: Awful adoration like an an-
 them set athrob,
 MED. & D.: Surge of martial music in the
 service of a Babe,
 ALL: Firing valiant hearts to the
 soldiery of priests
 MED. & D.: To be other foster fathers, to
 be sentries of the Son!
Carol — "Sleep, Holy Babe"
 LIGHT: Fluted melody like a single sil-
 ver tone,
 Lullaby of love to the Son of
 God,
 L. & MED.: Wealth of heaven's song in the
 Virgin's serenade,
 Breath of Holy Spirit breathed
 in hollowed reed
 Loosening the tongue of a soul

and God alone,
 ALL: Canticle of canticles to Christ,
 the King!
Carol — "The Happy Christmas Comes
 Once More"
 LIGHT: Let the men of earth voice
 their Christmas scores,
 MED.: Laden with the trappings of a
 world's pursuit.
 DARK: There will be no music from
 the hearts so set.
 ALL: O shun the gilded pleasures of
 the earth's delight,
 Strip your hearts as barren as
 the stable's floors
 That you may sing a welcome
 to the Infant King,
 That you may sing!

A CONTEST IN CURRENT CATHOLIC EVENTS

Brother Lawrence J. Gonner, S.M.

St. Mary's University
 San Antonio 1, Texas

It has been the wish of many Catholic newspaper publishers to have their publications read with regularity by the children in the Catholic schools. This wish was translated into action this past spring by Father (now Monsignor) Alexander Wangler of San Antonio's *Alamo Register* as he and his staff decided to run a Catholic Current Events Quiz in their paper, to have an elimination among the leaders from each school, and to put the best six students on a local radio broadcast.

For 13 weeks Father Wangler's associate editor, Bill Thebus, prepared ten questions on the basis of articles appearing in the current issue of the *Alamo Register*. The questions were mailed to the schools desiring them on Wednesday nights and given to the children before the week-end dismissal. Over Saturday and Sunday the children looked up the articles in the *Register* and came to class on Monday prepared to answer and discuss them.

Some 35 grade schools in the archdiocese (the contest was open only to grade



BEFORE THE ELIMINATIONS: These are the twenty grade school students, each from a different school, who appeared for the eliminations. The boy second from the right in the front row was the eventual winner. His name is Charles Brussels a student in the eighth grade of St. Gerard's Parish, San Antonio, taught by the Sisters of Notre Dame. He was awarded a 15-jewel wrist watch and for his classroom, a two-volume set of "The Hope of the Nation," an illustrated Catholic history.

issues prior to the date of the eliminations. (This last requirement was made necessary because the questions were so well known.)

The six finalists were chosen by three judges who evaluated answers on a point basis. From these the final winner was picked.



Mark EDWARDS, S. M.

Lourdes Pilgrim Hymn - Arr. Jeno DONATH

ANDANTE

1. Ma - ri - a, de - co - ra, im - ma - cu - la -
 2. O Ma - ter et Vir - go im - ma - cu - la -
 3. In - fun - de in nos a - mo - rem sin - ce -
 4. Ma - ri - a, quam al - ma a - man - ti - bus

1. ta, No - men tu - um dul - ce in - cen - dit cor - da.
 2. ta, Lo - quen - do de te ar - dent prae - cor - di - a.
 3. rum; A - quam pre - cum ver - te in ca - rum me - rum.
 4. te! Ma - ri - a, quam dul - cis so - nan - ti - bus te!

CHORUS

A - ve, A - ve, A - ve Ma - ri - a, A - ve, A - ve, A - ve Ma - ri - a.

Edited by William J. Raftery, S. M.

Imprimatur
 + Jules-Benjamin Jeanmard
 Bishop of Lafayette

This well known hymn to Our Lady of Lourdes has been translated into Latin to make it liturgical for high Mass and Benediction. The musical arrangement was made by Dr. Jeno Donath, director of orchestras and choirs of the diocesan high schools for girls in Philadelphia.

Living the Liturgical Year

Girls at Marycliff High School in Spokane, Wash., have been studying practical aspects of religion in the home through creating an atmosphere inspired by the liturgical seasons. The advent wreath was the first step. Each home room had its own. The leaflet prepared by the Conception Abbey Press (Conception, Mo.) was distributed to the homes until wreaths gradually began to be used in Advent decoration. Then the leaflets explaining the home ceremony for Christmas Eve were distributed. During the time immediately preceding Christmas a display of the O Antiphons was made. In this connection the use of the ADVENT HOUSE was advocated. This was a simple device in which a window was opened each day, behind which was a symbol representing the O Antiphon for that day. Later the booklet, *The Light is Coming* (Conception, Mo.) was introduced into the classroom during Advent with a recommendation that a brief meditation be made each day.

Of invaluable help in this project were Therese Mueller's pamphlets: *Religion in the Home*, *Children's Year of Grace*, and *Christian Art in the Home* (Liturgical Press, Collegeville, Minn.). Because Mrs. Mueller consistently uses these ideas in her own very Christian home, her suggestions are practical and adaptable to the average home. To make sure that Christ would be remembered in the kitchen, the students began making dish towels on which appropriate symbols were embroidered or stenciled with textile colors.

Liturgical Objects

One year the Diocesan Council of Catholic Women asked the girls of Marycliff High School to co-operate with them to bring these Christian ideas to the homes through the use of a set of colored slides prepared by Florence Berger for her book, *Cooking for Christ* (National Catholic Rural Life Conference, Des Moines, Iowa). The girls were trained to show and interpret the slides to groups of women's organizations in the parishes in Spokane and vicinity.

From October to April, invitations came

Sister M. Bernice, F.S.P.A.

Marycliff High School
Spokane, Wash.

from mothers' clubs, altar societies, senior Sodalties, Catholic Daughter groups, and Home and School organizations. Each time the girls went out to speak, they carried with them such projects as baptismal robes and candles, suggested decorations for the family table for the principal feasts, Christ candles which were not only decorated but actually made by the girls. For the past three years Marycliff girls have been dipping their own candles as well as molding them in forms.

The climax of the year's activities come during Lent when the local TV station invited the girls to prepare a fifteen-minute TV program for interesting women in creating a Lenten atmosphere in their homes.



An Alleluia Candle designed by the
Marycliff girls.

Liturgical Symbols

Since the symbol of Christianity's victory especially appropriate is the cross, the tree on which "life Himself died and by death our life is restored," the girls fashioned a simple wooden cross of a slender branch of a tree and intertwined it with ivy. The cross was set in a base. Near the cross was printed in strong letters St. Paul's proclamation, "Behold now is the acceptable time. Behold now is the time of salvation."

The dead branches represent the old life of the soul, and the ivy represents the new life of grace which purges out the fruitless life of the past. The symbol reminds the family that just as in the world of nature, new life is awakening in the spring months; so in the world of the spirit, new life is coming to those Christians who are earnestly observing Lent.

A loaf of whole wheat bread was used as a reminder that the Lenten menu becomes simple but basic. It is built on bread, vegetables, and eggs. The audience was reminded that the word lady means "loaf giver" and as a giver of loaves she shows her love. The mother must make sure that she is giving real, honest life-sustaining bread as an example of one of the most beautiful of Christian symbols. A variation of Lenten bread, famous in song and story, was shown in the hot cross bun. This is still to be found in some bakers' windows during Lent.

The girls attempted to incorporate the ideas of Lenten practices into a wall hanging for the dining room. Strong symbols for prayer, fasting, and almsgiving were worked into a design and stenciled on cloth. A large cross dominated the design, above which the Greek letters A and O, symbols of the first and last words of the Greek alphabet—Alpha and Omega—told of God who is the beginning and end of all things. Loaves of bread were used to symbolize almsgiving, incense to symbolize prayer, and fish to symbolize fasting.

On a table below the hanging was placed a dry arrangement. At the base were thorns from a honey-locust tree. These were a reminder of the crown of thorns. The dry

seeds and branches reminded one of the old life of the soul which was to be purged out by the new which would come with Easter. In the arrangement was used a bur-like thistle known as teasel, or the fullers' herb. It is the source of the current word, tease. In early days the weavers used to pluck and rasp at the nap of their cloth with teasel to give the cloth a soft and fluffy appearance. Teasel helps to remind all who see it that mortification and vexation mark the Lenten period.

Laetare Sunday

Since the program was given a few days before Laetare Sunday, the students explained that in the early Christian period the Lenten fast did not begin until the third week before Easter. Laetare Sunday was a kind of Mardi Gras. Later when the observance was extended to forty days, this Sunday became a pause for relaxation. The girls made a candle for Laetare or Rose Sunday and decorated its face with a rose made from melted wax. They explained that here was a beautiful symbol of the relation between joy and suffering, for with roses come thorns. First the thorns grow, then the roses bloom. First a thorny period of Lent, and then at Easter the Church opens for us the door of paradise, lush with roses.

Easter Exhibit

During Holy Week the Marycliff girls were invited to present a thirty-minute TV program on Good Friday evening in which they were to make suggestions for the celebration of Easter in the home.

A table was prepared on which the traditional Easter foods were represented. The blessings for the meat, eggs, and bread were read and explained. The Easter cake with its Christ candle, decorated with a Chi-Rho was there. The various types of bread which are appropriate for Easter were explained. An egg tree for the amusement of the children was there with eggs decorated with Easter symbols.

Behind the table hung a lovely wall hanging on which the girls stenciled such symbols as seemed to them appropriate. These included a strongly lettered *alleluia*, an Easter Candle, a lily, and a rising sun. The whole program was presented against a background of choral music.

The year was richly rewarding for the girls who participated in the program. Inspiration came to the groups to whom they talked. The TV programs brought some interesting comments from non-Catholic listeners who seemed to appreciate the ideas suggested.

Library Study and Senior English

Brother Joseph Gerard, C.F.X., M.A.

St. Joseph Juniorate
Peabody, Mass.

The project described here is one teacher's attempt to secure integration of library study with the English curriculum of a college-bound senior class. By integration is meant the incidental, casual, but always purposeful instruction in library procedure given only when needed to guide the pupil in his independent search for intelligent answers to questions. The first attempt at integration was made several years ago as a result of the pleas of a harassed school librarian who, though very competent, was unable to cope with the helpless hordes of frustrated young students who groped for works of fiction in the philosophy stacks, and lined up six deep to copy the biology assignment from an encyclopedia. A diagnostic test on library procedure supplied the clincher. The high school senior lacked knowledge completely in one fundamental of his education, the technique of becoming a self-directing pupil in the art of creative learning.

In his attempt to translate specific work of the classroom into vital, self-directed, extensive reading within the range of each pupil's interests and abilities, the teacher began a campaign for integrating library procedure with English four. An abstract of the project reveals that the chapters in Tressler's *English in Action Book IV* entitled "Using the Library" and "Investigating, Planning, and Writing" were correlated with English literature and integrated into purposeful study by having each pupil choose a phase of the literature on which he would do extensive reading. Then, employing the library and note-taking skills he had learned, the pupil would write a paper for his final period mark, or as a substitute for the final examination.

Before describing the actual procedure followed, a few preliminary cautions are necessary. To accomplish this project in full the teacher must have:

1. A familiarity with the local library to guarantee that the sources of information are available and within the range of a high school student's understanding.

2. A care in motivating his class to a realization of the need of familiarity with the library.

3. An awareness of where to secure subsidiary aids in library instruction.

4. A realization that only one research paper can be attempted in the senior year in order to allow stress on the more important work of high school composition—the writing of original theses.

The teacher must recognize that his primary concern in this project is the familiarizing pupils with the library for the purpose of developing their self-reliance. The research paper is the ultimate test, not the only test, of that familiarity. If the whole project is approached leisurely and is properly integrated with the other work of English four, the value of the idea becomes immediately apparent. Only when the project is overemphasized to the detriment of the other work prescribed does the attempt at integration lose something of its essential worth.

The Method

1. During the first two weeks of the school year, the teacher presents Tressler's seventh unit "Using the Library" after a pretest on the library has been given. The general purpose of the unit is to help orient the pupil, if necessary, to the local library, to teach him the general Dewey classification and the arrangement by classes of books on the library shelves. The first week-end assignment calls for the drawing of a map of the floor plan of the local library indicating the location of the card catalogue, the pamphlet and clipping file, etc., and the arrangement of the stacks.

The card catalogue is given special emphasis. Catalogue files may be borrowed from the library for classroom instruction. Failing this, examples of the various kinds of cards can be obtained gratis from the Wilson Publishing Company. After the pupils are acquainted with the way in which each card presents information, they catalogue a few of their textbooks on 3

by 5 cards for practice. Only the general Dewey classification is made for each text.

8. After satisfying himself by drills and point tests that the pupil is acquainted with the plan of the library and understands the service of the card catalogue, the teacher proceeds to the identification of the parts of a book using the literature text as his example. The pupil then arranges his composition notebook according to the format of the printed book. The pupil makes a title page improvising a title, suggesting a printing house, printing date, copyright date, etc.; then he writes a preface of a few paragraphs, usually his biography or his thoughts on the future as the senior year opens. A table of contents with the title of each composition to be assigned serves as chapter headings. Space is provided in the back of the notebook for a glossary of the terms of rhetoric, parallelism, triteness, etc. Brief objective tests suffice to show how well the pupil has grasped the notion of copyright, index, and the other parts of a book.

3. As the teacher moves to other units in senior English, he utilizes every means to emphasize the proper use of reference tools. For example, in vocabulary study the teacher obtains for each member of the class sample pages of Webster's *New International Dictionary* and Funk and Wagnall's *New Standard Dictionary* with drills and exercises provided free by each company that stress the differences in definition and general arrangement. Assignments are given in vocabulary based upon the two great dictionaries throughout the year to inculcate familiarity and to encourage their use. In assigning topics for oral themes the teacher sends the pupils to *Current Biography*, the *Dictionary of National Biography*, and the *Dictionary of American Biography*. The co-operation of the senior history teacher is a fine aid in stressing the value of the references named.

4. In conjunction with the study of the modern writers, the teacher reverts to the chapter on using the library in the textbook to acquaint the pupils with the finest in magazines. Supplementing the textbook is the Wilson Publishing Company's pamphlet, *How to Use the Periodical Index*. The teacher obtains sufficient pamphlets to supply his entire class. The pupil learns from these sources how to employ the *Cumulative Reader's Guide*. Using the literature as the springboard, the teacher directs the pupils to look for articles by or about Belloc, Cronin, Waugh, etc., and to record a few of the entries found on 3 by 5 index cards. The pupil then, armed only with his cards, seeks out the articles from the magazine reserves, reads the ar-

ticles, and records on his cards the central idea of the article read and one significant quotation. This is a most stimulating and rewarding exercise, for the teacher takes the moment as appropriate to have the pupils examine the finest in periodical literature for policy, content, special features, etc., and for the wonderful contribution being made by the *Catholic World*, *Sign*, *America*, and others.

5. Incidental to their reports, oral and written, on books read for class, the pupils are expected to add to their critical opinion a few comments from the *Book Review Digest* and to append to their written report the information supplied on the book read by the *Cumulative Book Index*.

6. Using a list of valuable reference books, the teacher turns the class into a reference room for a week. Bartlett's *Familiar Quotations*, *Who's Who*, *The World Almanac*, Granger's *Poetry Index*, and Rand—McNally's *World Atlas*. Mimeographed sheets of questions on the kinds of information and the scope of information in each reference are given to the pupils who are made responsible for careful answers to the information requested. Care in guaranteeing that the answers are easily found facilitates the drill on valuable references.

By the middle of the term the basic steps in library technique have been taken. It has not been necessary to mention every opportunity for integrating library study with English four. All that is necessary is to indicate that the opportunity for integration is ever present if the teacher plans well and if he is convinced of the value of the project. Before progressing to the library work of the second semester, it is well to state how the work thus far has been consolidated:

1. Point tests on essential facts included in references.

2. Brief oral reports on finding the answer in the library.

3. Informal class discussions in which "Information Please" is the game. The pupil must state the best reference to locate an answer.

4. An interview with the pupil on such essentials as card catalogue, *Periodical Index*, etc.

5. An essay question in the mid-term examination similar to those given in the Regent's examination: Assume that you have been asked to write an essay on Robert Frost, and that you have access to the library tools found in a well-equipped library. Using exact titles, state where you should look first to find (1) Mr. Frost's present address, (2) which books by Mr. Frost are in the library, (3) a magazine

article about Mr. Frost, (4) an authoritative article on poetry in general, (5) the exact wording of a well-known quotation from a poem whose title you do not remember. (New York State Regents Examination, 1941.)

Investigating, Planning, and Writing

By February each pupil selects a writer for investigation. The teacher permits any choice, provided that the writer's works are of sufficient interest and are the subject of a good deal of criticism. The initial step is to study suggestions in the textbook on doing the research project. An outline of the general divisions of the paper are talked through in class with the student supplying the subordinate ideas when his investigation leads him to his theme. Normally three major divisions are chosen, namely: I. Biography, II. Author's contribution to literature, III. Critical estimate. Much class time is spent in observing rules in the taking of notes on 3 by 5 cards. A few days of review of précis writing is employed with the insistence that the original words of the articles read be avoided when presenting the essential ideas. The précis is a valuable exercise to help the pupil avoid copying verbatim when taking notes.

Approximately one month is allowed to investigate each division which gives the student time to move leisurely without pressure, and the teacher to proceed with other phases of the class work. Each Monday is devoted to an informal discussion of each student's progress. The teacher examines the cards to determine whether the student is taking clear and adequately documented notes from *Current Biography*, *British Authors*, or from a full length biography of the writer of his choice. After two successive Monday reports the teacher allows the student to outline the first major division, checking the outline at the end of the month for form and content.

The second month is devoted to reading a book of essays, or short stories, or poems, etc., of the writer selected. This work is the most enjoyable part for the student who, with an eye on his project since September, has already done extensive reading and made a few reports on his writer. It remains only to record on his cards the themes of the works and to select apt quotations on one or several of the following: religion, death, honor, patriotism. No other home assignment is given during the month to allow ample time to find adequate documentation for

the theme. The teacher aids in suggesting ideas to be sought in certain writers, but the student is on his own and is encouraged to make his own selection. On Mondays each one reads the pertinent ideas from his investigation to the class for discussion and criticism. The outline of the second major division is then made and handed in for correction or suggestion.

For the third stage the class is turned into a miniature library. Source books containing critical estimates of writers are borrowed from the school and local library and for two weeks, all other class work being suspended, the student samples expert opinion and notes on his cards material appropriate to the line of his investigation. The teacher meanwhile concerns himself with picking up an occasional card to determine if its form and content are adequate. The cards are then checked and if found to be sufficient in every respect the student makes the outline for the third division. The completed outline is turned in for credit and criticism. Examples of a title page and a bibliography page are given to each student who then prepares his own.

The final week of the period is devoted to writing the first draft of the paper

from the cards and outline. The student employs class and home study time to follow the form of a sample research paper. Samples of the work of previous classes are posted on the class bulletin board for consultation. The teacher meanwhile explains the function of footnotes and explains the use of *ibid.* and *op. cit.* When the first draft is completed, the papers are checked and returned by the teacher with suggestions for their improvement. The student then prepares the final draft entirely on his own.

Though typing the final draft is urged, it is not required. It has been the teacher's experience however that the student usually will hunt and peck his way to a neat job. A mimeographed sheet on typing hints is supplied. If the teacher feels that the work is of a superior nature, he will, with the approval of the prefect of studies, allow the paper to take the place of the final examination; if not, its mark will serve as the final period note. Normally 70 per cent is given for the organization and content of the paper, and 30 per cent generously given for proper note taking and research technique. The criticism of each paper is normally very favorable and the mark quite generous, for the teacher

is conscious of the energy expended and of the student's pride in feeling that in knowing how to use a library he has directed himself in attaining stature as an "authority" on his favorite writer.

Bibliography of Free Supplementary Material

America's Reference Work: A free pamphlet on the history of the *Encyclopedia Americana* published by the Americana Corporation, New York. Contains specimen pages and good explanatory notes.

Hints on How to Use Who's Who in America (Chicago: A. N. Marquis Company). Contains brief explanations and specimen pages.

How to Use the New International Dictionary (Springfield, Mass.: G. & C. Merriam Company).

How to Use the Reader's Guide to Periodical Literature and Other Indexes (New York: H. W. Wilson Co.). Free in quantities up to fifty. Contains specimen pages and entries from *Reader's Guide*, the *Cumulative Book Index*, the *Book Review Digest*, and *Current Biography*, with explanations of these indexes, questions, and problems about them.

150 Tantalizing Questions, with answers from the World Book Encyclopedia, Quarrie Corporation, Chicago.

Suggested Assignments on How to Use the Dictionary (Springfield, Mass.: G. & C. Merriam Co.). Four exercises on each subject, such as art, biology, economics, music.

Give Good Books a "Fair" Chance

"Come to the fair! . . . and buy some books" is the invitation annually received and eagerly accepted by the grade youngsters of St. Joseph's Parish, Shawnee, Kans. Yes, it is a Book Fair, faculty sponsored, to whet intellectual appetites for attractive and wholesome reading matter. And whether held in February, to spark the observance of Catholic Press Month, or in December as a prelude to Christmas, the response is the same: enthusiastic appreciation.

Children Choose Books

Briefly, this is how the project is conducted. A wide selection of books, including some on the adult level, is obtained from various bookstores. After a certain amount of publicity the books are displayed, and each of the grade teachers takes her class — paper and pencil in hand

Sister M. Brian, O.S.B.

St. Joseph's Convent
Shawnee, Kans.

— to inspect them. The children browse, more or less at will, for sometime, jotting down titles — and prices — of books, either for themselves or as possible gifts for others.

At this stage the children's enthusiasm is remarkable. Almost without exception, they are intrigued by the colorful and fascinating material one finds, these days, on and between the covers of juvenile books. And their completed lists resemble first drafts of letters to Santa Claus; the number of books they want, and want earnestly, is usually slightly staggering to their parents. However, orders are placed only after the parents have had a chance to

approve the selections, and pare the lists down to fit the family budget.

Mothers See the Books

By way of stimulating parental interest, the Book Fair is planned to coincide with the monthly meeting of the mothers' club. Then, the mothers also have a chance to look over the books and place orders for those they think their children would enjoy. Finally, the display is placed in the church vestibule over the week end, to catch the eye of Sunday church goers.

Thus it can be seen that during the week of the Book Fair a goodly number of children and adults are acquainted with current juvenile books. And what is more important, the youngsters, even those who seem to be nonreaders, are actually convinced that there is fun to be had in reading. What could be more gratifying to a teacher than to hear the delighted exclaima-



The Book Fair at St. Joseph's School, Shawnee, Kansas.

tions of a boy, retarded and somewhat of a discipline problem, over such a book as the *Golden Encyclopedia of Natural History*? Or what more amusing than to watch a fifth-grade lad pick out a book for his two-year-old sister, his final choice being none other than *The Great Big Wild Animal Book*?

A Few Samples

To those interested in the Book Fair as a possible project, a word or so about specific books and publishers may prove

helpful. Both Catholic and non-Catholic firms have excellent juvenile books on the market at this time. Of the former, the Grail Press is notable, with its series of saints' lives by various authors. The Bruce Publishing Company and Sheed and Ward are, of course, up to their usual standards in this field. Via the St. Anthony Guild Press and the Dujarie Press (Notre Dame, Ind.) the Holy Cross Fathers are also making some fine contributions.

Incidentally, a great deal could be said in commendation of the efforts of Catholic writers to make the saints, and their lives,

attractive ideals for youth today. It is a most satisfying experience to place such books as Sister Margaret Patrice's *Up the Shining Path* or Joan Windham's *Sixty Saints For Boys* on the shelves of a classroom library and have them checked out constantly thereafter.

Of the series published by non-Catholic firms, the Landmark Books by Random House; the Childhood of Famous Americans Series by Bobbs Merrill; the Young Readers' Bookshelf, Lantern Press; The Children's Illustrated Classics, by J. M. Dent and Sons; the Cadmus Books; and the Golden Books, by Simon and Schuster, are especially noteworthy, though this listing is by no means comprehensive.

Most of the last-mentioned series, the Golden Books, are low priced, and therefore not too durable, but they have the merit of charming illustrations, delightful even to adults. The Landmark Books and Bobbs Merrill series are particularly helpful to middle-grade children, dealing as they do with historical events and persons. Finally, in these as in other series, there are books designed to help poorer students, as well as those that will challenge good readers.

A Book Fair, then, is a project well worth the effort it costs. The children both enjoy it and profit from it. The value of books, in terms of pleasure and knowledge, is vividly impressed upon them. And some, at least, begin to realize that "a good book is the precious lifeblood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

Notes to Our Blessed Mother

The pope's encyclical urged a return to the teachings of Jesus Christ by those who have forsaken them and prayers for the freedom of the Church. Who can pray for these better than the little "jewels" of the Church? They have faith that will move the very heart of God; we have but to encourage them to wield their power as I found when I told the first grade a story demonstrating how Jesus easily talked to His Blessed Mother, how Mary longed to help Him and all the little children who loved Him. Then I suggested that they all put their heads down and think of something they would like to ask of the Blessed Mother.

Sister Jeannette, M.Z.S.H.

Perpetual Help School
Pittsburgh 12, Pa.

After a brief minute the children took turns telling of their own little prayer:

"Dear Blessed Mother, help me to be like Jesus."

"Dear Blessed Mother, I want to love you more and more every day."

"Dear Blessed Mother, help me to be a priest."

I hesitated to discourage the similar beginnings as was customary in our lan-

guage period and then a child showed me a letter which he was writing to Blessed Mother.

Idea! Always eager to seize an opportunity for correlation, I asked the children if they would like to write a note to Mary.

They recalled their little prayer to Blessed Mother and wrote it as a note. They knew how to look in their basic readers for words which they didn't know. I was gratified to find such notes as:

"Dear Blessed Mother, help me to love all the children in the whole world."

"Dear Blessed Mother, help me to be good in school today."



Writing notes to our Blessed Mother.

"Dear Blessed Mother, help me to obey my mother and father every day."

I said: "Children, your notes are beautiful; we shall hang them up." And that is when my eyes fell upon some really beau-

tiful notes — they were colored music notes. Idea number two!

The next day we drew some large music notes, cut them out, and mounted them on the border. Halfway between the music

notes we hung a child's enlarged picture and underneath we pinned the letters that made up his note to Blessed Mother.

Each week another child's picture went up with his note underneath. The child chosen for the week, found ready-cut letters in small envelopes for that purpose and then a "note committee" was selected to change the picture and the personal note.

In summation, I must say that the children gained a touching confidence in the Blessed Mother, and often addressed her, of their own accord, in their felt needs. They wrote such expressions as:

"Dear Blessed Mother, I love you."

"Dear Blessed Mother, pray for all children."

"Dear Blessed Mother, bless my whole family."

"Dear Blessed Mother, help me to work neatly in school."

"Dear Blessed Mother, I offer my whole day to you."

The project, four months old as this is written, has made some deep "grooves" in the children's minds, and has qualified them as bulwarks of faith at home base.

Why Write Stories?

Composing stories and poems begins in the kindergarten and first grade. There are many advantages in starting children early in their subject called "Writing." Here is a composition that a first-grade child dictated to the teacher:

I see; do you see? What do you see?

I see a little girl and a little boy.

They are looking up into the pretty blue sky,

Up in the sky, up in the sky, up in the pretty blue sky.

I see, do you see?

Do you see? And here is one more sample of early composition, shall we say poetry? This little girl had been in school two months and on her sixth birthday dictated the following:

Among the rocks one day a little girl had been.

She had been there for two days saying a prayer to God and for those two days.

Her name was Mary. Her angel came and told her she would be the Mother of God,

And her guardian angel said, "You be-

come the Mother of God."

And she was very happy when she heard this word.

And she had Peace.

Anna Dunser

Richmond Heights School
Maplewood, Mo.

The Child Is Thinking

Why do up-to-date teachers have children write stories? Perhaps the first and most important reason for this creative activity is that it gives the child a chance to think. The teacher quits talking for a while and the children think for themselves. When the child is making up his story and wants to tell it in his own way he is not screwing up his mind, saying, "Is this what she wants? What does she mean? Am I doing it to suit her?"

No, he is writing because he has something to say and is not hampered by trying to give back to the teacher or the other

children something that they already know.

Many teachers will say, "I do have the children write. They write reports of the books they have read. They write letters to children in the hospital, and they write up their excursions." Do they write individual letters? They can if they have had experience in writing original stories.

One group of third graders were invited to a home to see the inauguration on television. Each wrote a "thank you" note — it was not a composite letter which all copied. One child included "Your sofa was very comfortable." Each letter was like the child who wrote it. And the lady who received them was immensely pleased and answered promptly.

More Thinking

A second reason why the up-to-date teacher has the children write stories is that each child must make decisions — what is the right thing for his hero to do? Is it right for him to tell a lie to get out of trouble? Is it right for him to get revenge? Is it right for him to steal an air-

plane to get away from trouble? Here is the teacher's opportunity to develop moral and spiritual values, and of course the teacher realizes that these stories develop the imagination. How many times has the teacher herself said, "I don't have any imagination, I can follow directions but I can't initiate anything. I must depend upon magazines for all my ideas for the holidays, etc." So she decides we should bring up a generation who think for themselves and have faith in their own and other people's ideas.

When the children write original stories the thought is more important than the form. What goes between the capital letter and the period is more important than either the capital letter or the period. Or, as Leon Pearson the "Critic at Large" said, "What goes between the margins should be more important to the teacher than the width of the margin."

Though the content is more important than the form, it is still necessary to have form. The form will improve with use. The child who is writing a story needs words. He must form those words so they are recognizable for he will want people to read his story.

A Motive for Learning

Suppose he needs the word "rabbit" and doesn't know how to write it—he looks in a dictionary suited to his ability, or he asks the teacher, who writes it on the board or on a slip of paper for him and he copies it into his story.

He may not need that particular word again for two or three years and he will not remember it that long, but his faithful friend, the dictionary, will still be ever ready to help him.

If he needs a simple word like "that" he may need it again and again, day after day. When he has used it several times he will remember it—and talk about drill! He will have written the word many times in the best type of drill.

The same is true of letter forms. Helen needs a capital "f" in her story. She finds it in the alphabet at the top of the blackboard or the teacher makes one for her. Now that she needs that letter she looks at it carefully and really sees it. Probably she will never forget how to make it; but if she does forget it and needs it six weeks later, she knows where to find it.

Some teachers will say, "But I don't have time to have the children write stories. I must teach reading, spelling, writing, English, science, and other studies.

Books for Reference

The thoughtful teacher puts aside her

spelling texts, to be used only as reference books. She has no formal spelling lessons—only story writing every day (and it has been proved that her pupils can outspell other classes who have had formal spelling and no story writing by 25 per cent. Try it on your pupils. They will love it.)

And the thoughtful teacher puts aside her English books to be used only as reference books. In place of the English or language lessons the children write stories. When they are conscious of quotation marks in the stories they read they will see the need of those marks in their own stories and will ask about them. The teacher explains them or brings out the language book and points out the lesson on quotation marks. If the child cannot read the explanation, she reads it for him and does she have him write the exercise prescribed? Oh no, he gets plenty of exercise in using them in his own stories from then on.

If the child wants to do the exercise in addition to all his other work, the teacher does not forbid it.

And a peculiar thing is that not all members of the class are ready for quotation marks at the same time. Tom may need them in September while Jim does not need them, nor could he comprehend them until May or perhaps three years later. It becomes individual teaching. Do you think it isn't possible? Try it!

While the whole class is busy writing stories, the teacher has time to help individuals who *need help*, not taking up the time and boring those who already understand that particular matter—or those who wouldn't benefit by it since it is over their heads.

Is there time for story writing in your classroom? If you dispense with formal spelling lessons, English lessons, and penmanship lessons, you will have time for story writing and story reading. If one learns to read by reading stories, why not learn to write by writing stories?

If a person stands off and looks at the usual formal penmanship lesson objectively she can see how ridiculous it looks. The children are writing but they are all writing the same thing! That time could be used for them to say something in writing!

Learning to Write

And this story writing—at what grade level should it take place? Everywhere from kindergarten to college. To quote again from "The Critic at Large" "Learning the rule of grammar never made a writer—one may know all about gerunds

and participles and not be able to write one interesting intelligent sentence."

It is at senior college level that the instructors will tell you that past methods of teaching English have prevented most people from being writers—not necessarily of books—but of good letters or anything else. If you say, "But the average person doesn't do any writing," then I would ask "Why all the spelling, penmanship, and punctuation lessons all through school life?"

To go back to the beginning. In the kindergarten and early first grade the children dictate their stories and they are never lacking in subject matter if they draw or paint pictures first.

Natural Learning

In dictating the stories, the child uses short to-the-point sentences. He watches the teacher's pencil. He is already developing sentence sense. When the children begin to print their own stories they keep them short, one or two or three sentences. Anything they dictate is a story to them.

From the third grade up, the children should be told and reminded often that in a good story someone has a purpose, something stands in the way but the hero overcomes the difficulty. It is very important that the stories have a beginning, a middle, and an end. Without this feeling for a good story the children—at any level—will attempt to write a story but will wander on and on and get tired of the whole thing, and ever afterward feel that he cannot write stories. The teacher will encourage short stories. When she and her pupils interest themselves in the point of the story they find to their happy surprise that the form improves rapidly and the high school graduates are able to write their thoughts with not one misspelled word, for they have learned to look up words they can't remember how to spell. Think then how the products of our schools will amaze the general public.

Who is a good speller? The person who can stand up in a spelling bee? or the person who never writes a word misspelled—no matter how he gets the correct spelling?

AN OBEDIENT CHILD

Sister explained to her first graders some of the delights of heaven and finally asked how many wanted to go to heaven. Only one little girl failed to raise her hand.

"Why, Jane," exclaimed Sister, "Don't you want to go to heaven?"

"Sure I do," said Jane. "But mother told me to come straight home from school."

Our Project for Education Week

Sisters of Mercy

SS. Peter and Paul School
Jamestown, N. Y.

What a challenge was ours to participate in the American Education Week program in our city! We were asked to prepare a window display that would interpret correctly the theme, "Good schools are your responsibility." Through the efficient leadership of our lay chairman, Mrs. William Krause, we were able to secure a prominent window in Bigelow's, Jamestown's biggest department store. Ours was a city with only 13 per cent Catholic population. With a good will our faculty accepted the opportunity and co-operated wholeheartedly with the ideas. We decided to demonstrate "Five Christian Social Principles."

We called on our upper grade children, who immediately set to work, even sacrificing Saturdays and holidays. Since the home, church, and school play such an important role in the child's development, we used these as the background of our ideas. Here was our central theme. These agencies aim to develop the Christian child to live in proper relationship to country, fellow men, self, nature, and God.



Exhibit for American Education Week arranged in a store window by pupils of SS. Peter and Paul School.

For relationship to country we showed children (mannequins) around the American flag and the pledge of allegiance. Relationship to fellow men and nature were shown by appropriate posters drawn by the children. For proper relationship to self, we showed a child at a school desk. Here we displayed our athletic trophies to show we aim to develop the body as well as the mind. The papal flag and the Ten Commandments were used to show proper

relationship to God. Near the flag we grouped a few children with a Sister of Mercy. As a little reward to our children we printed a card with the names of the participants.

Our exhibit remained in the window for a week. We were happy to hear many enthusiastic comments. We know that in our way we made Jamestown a little more aware of our parochial schools, and their contribution to our American way of life.

To God Through Song, A Kindergarten Program

Sister M. Marguerite, C.S.J.

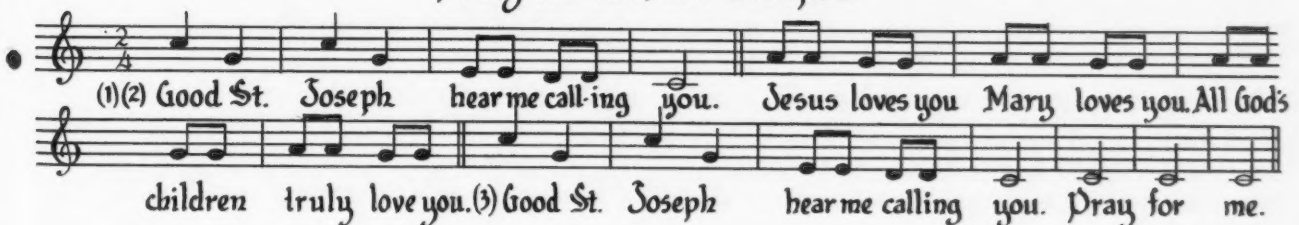
Kindergarten Teacher
Ascension School
Minneapolis 11, Minn.

St. Joseph comes to us in the Christmas story. He is always with the Holy Family whom we remember particularly in December, January and February. Always he guards and cares for Mary and the Child. Why not realize that we do well to imitate Jesus and Mary in their sweet trust of this

great saint? That is what my little song tries to lead the child to do when it says:

Good St. Joseph, hear me calling you;
Jesus loves you; Mary loves you;
All God's children truly love you.
Good St. Joseph, hear me calling you;
Pray for me.

Pray for Me, St. Joseph



Penmanship, Spelling, Composition, Science, and Christian Social Living



Sister M. Euphrosine, S.D.P.

Providence Central High School
Alexandria, La.

UNIT III: ANIMALS

First Week




Letters: J, M. Spelling: Mother, father, love, baby. Composition: I love Mother. I love Jesus. Jesus lives in the tabernacle. My father has a home.

I love Mother.
I love Jesus.
Jesus lives in 
My Father has .

Correlation: The home. Jesus' home is the tabernacle in church. We have a home with our mother and father. We must be quiet and respectful in church. At home we must be considerate of the other members of the family.

Second Week



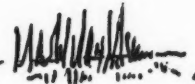

Letters: c, D, x. Spelling: Dot, fox, cat, dog. Composition: Dot has a rabbit. The boy has a dog. A fox lives in a den.

Dot has a 
 has a dog.
A fox lives .

Correlation: Names of animals. Can you name some animals that Jesus loved very much? (sheep and bird). On what animal did Jesus travel? Animals prepare for winter according to God's plan. Some go to sleep; others fly to a warmer place; some change coats and colors.

Third Week



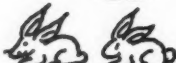
Letters: W, C, N. Spelling: cow, we, eats, Now. Composition: Cows give milk. We love ice cream. A cow eats grass. Now a cow has horns.

Cows give .
We love .
A cow eats .
Now a cow has .

Correlation: Where animals live. Animals live in holes, dens, nests, and caves. Some live in water, others in trees. The tame animals are provided with man-made homes.

Fourth Week

Letters: L, z, oo, ar. Spelling: Look, zoo, are, at. Composition: Look at the monkey. A monkey lives in the zoo. Rabbits are in holes.

Look at the .
A  lives in Zoo.
 are

Correlation: What animals give us. We get leather, fur, food, tallow (candles) from animals. Buttons are made from horns. The cows give us milk from which we get butter, cream, cheese. Goats give us milk, too.

Fifth Week



Letters: p, ay, ow. Spelling: play, snow, ball, have. Composition: See a snowman. I have mittens. The girl has earmuffs. A horse can pull a wagon.

See a snow .
I have .
 has .
A  can .

Correlation: How animals help us. Animals help the farmer to pull and plow. They give us enjoyment (zoo, horseback riding). They are a means of travel and transportation. (St. Joseph's donkey — flight into Egypt. Christmas — stable, oxen, sheep, etc.)

Sixth Week

Letters: R, j, oy. Spelling: boy, jump, hop, run. Composition: A squirrel can jump. My rabbit can hop. See the dog run.

A  can jump.
My  can hop.
See the dog run.

Correlation: How animals travel. Squirrels jump, horses trot, rabbits hop, snakes crawl, turtles creep, fish swim, others just run or walk.



First-grade children holding some of their stories. Their social-studies chart is hanging on the wall. On the bulletin board are pictures and words about which the class is studying for the week.

Units of Work for First Grade

UNIT III: FAMILY HELPERS

Activity— Make a television depicting all of the family helpers in their respective groups.

Time— 7 weeks.

Theme— Respect and gratitude for authority and for the dignity of all workers and their work.

I. Objectives

1. To show that the pastor is the head of the parish as the father is the head of the family.
2. To acquaint the children with the work of the pastor and assistant.
3. To teach about some of the people who help keep our family well, safe, and happy.
4. To teach the need of laws and rules.
5. To teach about the workers who provide for our physical needs.
6. To learn how messages are sent.
7. To teach the dignity of all workers and how they help each other.
8. To instill a great love for our country.
9. To acquaint the children with persons who help us serve God and our country.
10. To teach that the pope is the father of the whole family of Christ.
11. To teach that we should pray for our spiritual and civic leaders.

Sister M. Ora, O.S.F.

St. Bartholomew's School
Buffalo 15, N. Y.

II. Possible Approaches

- A. A visit from the pastor.
- B. Display pictures showing the work of the pastor.
- C. Invite some of the community helpers to talk to the children.
- D. To visit a fire or police station.
- E. To show pictures of community helpers.
- F. To visit a grocery store.
- G. To collect pictures of fruits and vegetables.
- H. A visit from the nurse — from the Patrol Boy.

III. Correlated Subjects

A. Social Studies

See Course of Study for Unit Three in *Guiding Growth in Christian Social Living*, by Sister Mary Joan, O.P., and Sister Mary Nona, O.P. The Catholic University of America Press, Washington, D. C.

B. Science

Some things we want to learn about plants.

1. Definite features of plants.
2. Grow in various places.
3. Plants made for our use.
4. Plants need water, air, heat, and light.
5. Many plants need soil.
6. Things to remember about seeds.
7. Things to learn about seeds.

C. Health

1. Good health habits about food.
2. Health rules.
3. Good lunch program.

D. Safety

1. Safety rules.
2. Safety records.

IV. Language Arts

A. Oral Expression

1. Discuss the work of the pastor.
2. Talk about pictures on bulletin board.
3. Talk about experiences with policemen or other family helpers.
4. Discuss simple fire safety rules.
5. Talk about good conduct on the bus.
6. Relate experiences of friends or relatives serving our country.
7. Talk about the missions — how we can help spread the kingdom of Christ on earth.

B. Written Expression

1. Experience charts: (a) writing a group report about a tour; (b) recording daily weather; (c) making a list of safety rules.
2. Making captions for pictures.
3. Writing an invitation to the pastor to visit the class. (Group)
4. Writing a thank-you note to one of our family helpers. (Group)
5. List the animals found on the farm; the plants grown.

C. Handwriting

1. Copying captions and labels.
2. Write one or two sentences about family helpers.
3. Write a story about the weather.
4. Writing identification cards (name, address, telephone number).

V. Literature

A. Prose

1. "Spot and the Cars," p. 20, *Good Times With Our Friends* (Scott, Foresman & Co., 433 East Erie St., Chicago 11, Ill.).
2. "Milk Is Good," p. 25, *Good Times With Our Friends*.
3. "The Family at the Farm," p. 79, *Good Times With Our Friends*.
4. "Sally Can Help Father," p. 25, *Happy Days* (Scott, Foresman).
5. "Doctor Mary," *Mine I*, June, 1951 (magazine for the Catholic Child, Sister M. Marguerite, 25 Groveland Terrace, Minneapolis, Minn.).
6. "Peter Sees the Farm Animals," p. 57, *Peter's Family* (Scott, Foresman).

B. Poetry

1. *America*, S. F. Smith (Ginn & Co., Boston 17, Mass.).
2. "The Little Plant," Kate Louise Brown, *Voices of Verse, Bk. I*, by Flynn (Lyons & Carnahan, Chicago 16, Ill.).
3. *The Postman*, Nila B. Smith (Silver Burdett & Co., 45 E. 17 St., New York 3, N. Y.).
4. "My Taxicab," James S. Tippet, *Poems for the Grades, Book I* (W. H. Sadlier, Inc., 11 Park Place, New York 7, N. Y.).

VI. Fine Arts

A. Music

1. "Two Gardens," Susanna Myers, *Listen and Sing; the World of Music* (Ginn & Co.).
2. "The Street Car," p. 14, *Music Hour 1*, Osburne M. Conathy (Silver Burdett & Co.).
3. "The Traffic Cop," p. 21, *Music Hour 1*.
4. "Walking," Evanston Children, *American Singer B 2* (American Book Co., 55 Fifth Ave., New York 3, N. Y.).
5. "Safety Record," Frank Luther, *Decca No. 9-443* (American Book Co.).



B. Art

1. Draw pictures of family helpers.
2. Draw and color picture of flag.
3. Make cover for booklet.
4. Draw pictures of fruits and vegetables.

VII. Possible Activities

1. Make a frieze of family helpers.
2. Make a booklet of family helpers.
3. Make a scrapbook of pictures of those who serve God and country.
4. Make a television showing all the workers grouped as persons who help our family: (a) provide us with food, (b) keep us in touch with other people, (c) Keep us safe and well, (d) best helpers.

VIII. Summary

Have a little program in which the children take the part of the family helpers. Sing and play rhythm band to the tune of *Heroes of Peace*. Invite the second grade.

IX. Materials

Construction paper, paste, crayons, pictures, scissors, wooden boxes, books, charts, large white rolls of paper.

X. Bibliography

Children's

- Hanna, Paul (Scott, Foresman & Co.), *Peter's Family*.
- Baruch, Dorothy (Scott, Foresman & Co.), *Good Times With Our Friends*.
- Montgomery, Elizabeth (Scott, Foresman & Co.), *Happy Days With Our Friends*.
- Brown, Margaret *The Little Fat Policeman*.
- Bedier, Julie (Macmillan, 60 Fifth Ave.,

New York 11, N. Y.), *My Book About God*.

Teacher's

National Fire Prevention Assoc. Posters. (85 John St., New York 38, N. Y.).

"Basic Studies in Science Book A," *Look and Learn* (Scott, Foresman & Co.).

XI. Outcomes

A. General

1. Pupils learned correct work habits.
 2. Pupils learned to practice following directions with care.
 3. Pupils greatly increased their vocabulary.
 4. Pupils learned the art of listening.
 5. Pupils learned that all authority comes from God.
 6. Pupils learned what part the Church plays in happy family living.
 7. Pupils developed the habit of sharing with others the talents received from God.
 8. Pupils assumed responsibility for the care and use of all material furnishings at home and at school.
 9. Pupils learned the dignity of workers.
 10. Pupils developed the virtues of obedience, love, and reverences for authority, parents, and all persons.
 11. Pupils developed the habit of prayer on their own initiative.
 12. Pupils practiced courtesies at home and in school.
 13. Pupils developed a sense of co-operation through group activity.
 14. Pupils developed a spirit of democracy through the election of chairman for group activity, and the selecting of children to work in their particular group.
 15. Pupils developed a love for poetry and music.
- ### B. Specific
1. Pupils learned that the pastor is the head of the parish as the father is the head of the family.
 2. Pupils became acquainted with the work of the pastor and assistant.
 3. Pupils learned about some of the people who help keep our family well, safe, and happy.
 4. Pupils learned the need of laws and rules.
 5. Pupils learned about the workers who provide for our physical needs.
 6. Pupils learned how messages are sent.
 7. Pupils learned the dignity of all workers and how they help each other.
 8. Pupils learned to love our country.
 9. Pupils became acquainted with persons who help us serve God and our country.
 10. Pupils learned that the pope is the father of the whole family of Christ.

The Fabric of the School



This complete modern parish building for school, church, and social activities for St. Pius X Parish at Bedford, Ohio, was designed by Robert Stickle of Stickle & Associates, Architects of Cleveland, Ohio.

A Fine, Modern Building for School and Church St. Pius X Parish, Bedford, Ohio

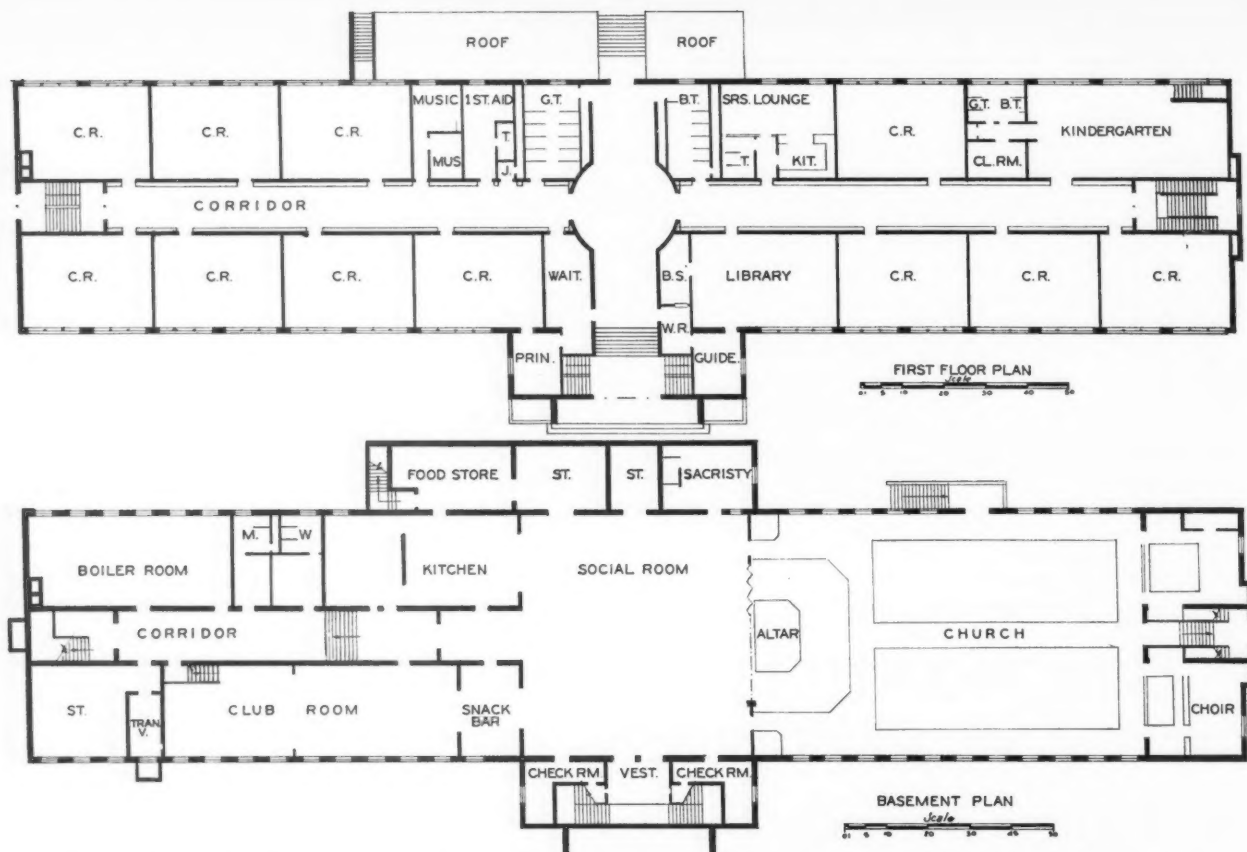


A classroom in St. Pius X School. Note the modern desks, green glass chalkboard, bulletin boards, windows to the ceiling, unit ventilators, acoustic ceiling, fluorescent lighting and asphalt tile flooring.

Foreseeing the development of a parish in a growing community, His Excellency Archbishop Hoban of Cleveland purchased a spacious site for a parish in Bedford, Ohio, in 1948. His Excellency, also having in mind a future high school for boys in the neighborhood, invited the Marist Fathers of the Washington Province in Washington, D. C., to establish a parish. The pastor, Rev. Joseph W. Buckley, S.M., S.T.D., formerly a professor at Notre Dame Seminary in New Orleans, named his parish after St. Pius X. The parish building was dedicated on May 29, 1954, the day of its patron's canonization.

Efficient Planning

Robert Stickle, of Stickle & Associates, architects of Cleveland, was chosen to design a church and school. When it became evident that the new parish would be unable to finance both buildings, it was decided to erect a combined school and temporary church building. All school facilities, except the auditorium and cafeteria, are concentrated on the first floor. The temporary church and social rooms are on the semibasement floor with entrances easily



Floor plans of St. Pius X Church and School. School facilities are on the first floor. There are 11 classrooms, library, kindergarten, offices, and music rooms. The basement contains the church, social and general purpose rooms, and the heating plant.

accessible from the school corridors. The building, on a site 670 by 1080 feet, stands back 225 feet from the main highway, faces west, and is approached by a winding drive on the west and connecting with the parking lot on the east. The main entrance to the school is on the west side and that to the church on the south end.

The First Floor

The school floor has 11 classrooms with east or west windows, a library with adjoining workroom, a large kindergarten room with its own toilet rooms and private entrance to the playground, an office room for the principal and another for the guidance counselor each with its waiting room, toilet rooms for the grade school, a first-aid room, two music rooms, and a lounge for the Sisters with kitchen and toilet room. The main entrance lobby is an atrium with skylighting. In the center of this atrium is a statue of St. Pius X seated with a boy and a girl. The walls of the atrium have marble wainscot matching

(Concluded on page 22A)



Kindergarten room showing the tables that fold upward to serve as doors to the storage cabinets and as cork display boards. The green marbelized floor is decorated with white alphabet inserts and a multicolored compass insert. The stairway shown in the left front corner leads to the playground.

Great Tables live forever



Yesterday's Sheraton Table...

*combined delicacy and slenderness
of line with sound construction.*

*Masters of furniture design,
such as Thomas Sheraton, worked
to combine beauty, balanced
solidarity and lasting quality.*

*Today's **Griggs** Round Tables...*

have achieved this combination of sturdiness, quality and beauty in sizes to fit your classroom, cafeteria or library demands. Long life is assured through the use of finest materials and the soundest construction principles. Because of this long range usefulness Griggs tables are used by thousands of schools all over the country.

GRIGGS round tables are available with handsome Formica or natural wood tops and five different colors for the tubular steel legs.



GRIGGS
Equipment
Company

Make sure you have the latest Griggs catalog in your files. Write for your copy today and we will also send the name of your nearest distributor.

BELTON, TEXAS



SHELDON FURNITURE IS EDUCATIONALLY CORRECT



Fully accepted by school authorities, eagerly requested by teachers, ruggedly used by students — a mark of prestige in your schools. Thoroughly thought out, and developed according to topmost standards — furniture to make you proud.

E. H. SHELDON EQUIPMENT CO.
MUSKEGON, MICHIGAN

Sheldon FURNITURE

St. Pius X School and Church

(Continued from page 316)

the pedestal of the statue and the floor is of pink and purple terrazzo. The rear or east entrance to the lobby leads directly to the parking lot.

The Lower Floor

The south end of the lower or semi-basement floor contains the church with a seating capacity of 530 persons. The nave is 58 by 96 feet. Its main entrance is reached by steps descending from the south entrance to the school corridor. The pews in the nave, baptistry, and choir recess are of white oak in natural finish. The plywood wainscot is also of white oak. The plastered walls are of chartreuse tint, the floor is of marbled asphalt tile, and the ceiling is finished in acoustic tile into which is fitted the near-surface fluorescent lighting fixtures. Four modern confessionals lined with acoustic tile are in the south recesses, one of them equipped with a hearing aid. Sound chambers for the electric organ are in the rear of the church and also behind the side altars. Doors on either side of the main altar lead to the social hall where overflow attendance may assist at Mass when the panel doors of the sanctuary are opened. There is an extra

exit on the east side of the church. The church has a special air-conditioning system.

Entrance to the social room is by stairs from the main lobby. Adjacent to this room is a modernly equipped kitchen for either school lunches or social affairs. It has ceramic tile floor, tile walls, and perforated steel tile ceiling. A projection booth is located above the snack bar in the club room. On a mezzanine floor behind the kitchen are entrances to public toilet rooms and the boiler room.

Construction and Furnishings

The building of contemporary design has masonry bearing walls with steel joists and concrete slab floors. The exterior has a facing of shot-sawed limestone with smooth limestone trim.

Composition or asphalt tile is used in corridors and stairways and all classrooms. Built-in steel lockers are in the corridors. Acoustical tile covers all classroom ceilings. The plastered walls are painted to complement or harmonize with the colored block tile of the floors. Fluorescent lights are fitted into the acoustic tile ceilings and

(Continued on page 24A)



A complete, fully equipped church is on the lower floor of the St. Pius X parish building.

*The Jack C. Hardy Junior High School,
Jackson, Mississippi
Architects: Biggs, Weir & Chandler,
Jackson, Mississippi
General Contractor: W. G. Wainmore,
Jackson, Mississippi
Windows: Lupton Steel
Architectural Projected*

Mostly Windows . . . and all Lupton



In the deep South, the next best thing to sitting under a shady tree is to be in a well ventilated room. That's the theory behind this new school in Jackson, Mississippi. Entire walls are made of Lupton Architectural Projected Steel Windows . . . some are sill length, some stretch from floor to ceiling. This modern way to better schools banishes dark corners and stuffy rooms.

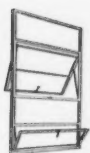
It's practical construction, for Lupton Windows are sturdy metal with deep sections for rugged strength. It's economical, too, for Lupton Metal Window walls cost less than finished masonry construction. It's "happy" building, too, for rooms are bright, cheerful, flooded with natural daylight and fully ventilated.

There are three other styles designed for schools and monumental buildings. The Master Aluminum Projected Window, the Aluminum Awning Window and the Combination Aluminum Projected and Casement Window. All feature the quality and rugged construction that has been a Lupton "must" for over 40 years . . . plus the added advantage of absolute minimum maintenance costs — these sturdy windows will never need paint.

Before your building plans are finalized, get the full story about Lupton Metal Windows . . . premium windows at mass production prices.



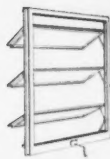
Member of the Steel
Window Institute and
Aluminum Window
Manufacturers Association



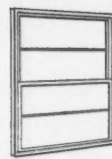
LUPTON MASTER
ALUMINUM PROJECTED
WINDOW



LUPTON CASEMENT
ALUMINUM OR STEEL



LUPTON ALUMINUM
AWNING WINDOW



LUPTON ALUMINUM
DOUBLE HUNG
WINDOW

MICHAEL FLYNN MANUFACTURING COMPANY
700 East Godfrey Avenue, Philadelphia 24, Pa.

LUPTON
METAL WINDOWS

St. Pius School

(Continued from page 22A)

each classroom has an outside wall of clear glass windows reaching to the ceiling. Two walls have green glass chalkboards and the fourth has corkboard display space. Each room has built-in cabinets, sink, work counter, and storage cabinet. Heating and ventilating of each room is thermostatically controlled. All rooms have germicidal lamps, electronic clocks, bell system, and a public-address outlet controlled from the principal's office.

The kindergarten room has a green marbleized composition tile floor with bright red and white alphabet inlays, and at one end a multicolored compass insert. The cream-colored walls have green ceramic tile wainscot, built-in glass-door display cases, and unique storage cabinets with closed doors functioning as cork display boards. The doors, when lowered, fold into tables with the attached wooden animal decoration serving as table legs.

Forced hot water from a gas-fired boiler heats outside air circulated in the classrooms, with unit-ventilator control.

The building, which will accommodate

600 pupils in the classrooms and 530 people, normally, in the church, was erected at a cost of \$513,041.70 without site improvement—or 95 cents per cubic foot.

The Vincentian Sisters of Charity, whose mother house is in Bedford, are in charge of the school.

Building News

CATHOLIC SCHOOL EXPANSION

In New York & Brooklyn

When Catholic schools of the Archdiocese of New York opened on September 13, there were 14 new buildings providing 8000 seats, erected at a cost of \$8,400,000. Of these, five were entirely new schools and the other nine were new buildings replacing obsolete structures. There were approximately 178,000 students in 403 elementary and high schools. The school population had increased by nearly 3000 over the figures for last year.

In the neighboring Diocese of Brooklyn an enrollment of 187,000 was expected.

Msgr. John Paul Haverly, superintendent of schools for the Archdiocese of New York, estimates that by 1962 Catholic schools may expect an increase of 35 to 40 per cent in school enrollment.

In St. Louis

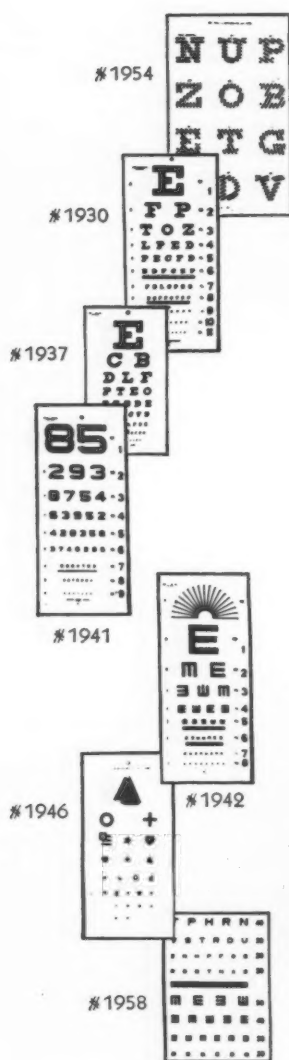
The dedication, on September 12, of Bishop Du Bourg High School, the seventh diocesan high school in the city of St. Louis, offered an occasion for calling attention to the growth of Catholic education in this diocese since its beginning with a school for four pupils in 1818. Now there are 292 Catholic schools on the various levels with 100,000 students.

The new Bishop Du Bourg High School, which was described and illustrated in the CATHOLIC SCHOOL JOURNAL for April, 1953, is a coeducational school for 1600 students (with provision for another wing to bring the capacity to 2000). An unusual arrangement (suggested by the teachers, Sisters of the Most Precious Blood) centers the activities and administration of each year on its own floor while providing for common use of facilities such as auditorium, gymnasium, and cafeteria. Another unusual feature is the outdoor theater where the dedication ceremonies were held.

Of the six other diocesan high schools in the city, two are for boys, one for girls, and three coeducational.

There are also in the diocese 19 parochial high schools and 15 private high schools.

(Continued on page 28A)



A few of the many American Optical Charts

MEET SCHOOL EYE TEST NEEDS

from the wide selection of

AO WALL CHARTS

All types of distance test charts—letters, numerals, foreign language, kindergarten, illiterate—are available from American Optical Company, one of the world's largest suppliers.

American Optical

INSTRUMENT DIVISION
BUFFALO 15, NEW YORK

You may obtain complete information about distance test charts and other eye testing instruments and equipment at American Optical Company Branch Offices located in all principal cities.

Freedom of movement for the student — functional,
flexible for the elementary grade classroom purposes.
The most adaptable group-work furniture designed for
the American market today.

A-D's GROUP-WORK SPECIALIST

The Airplane Table

*Illustrated here is
American Desk's
NO. 11 STANDARD
CHAIR, a perfect
companion piece for
matching with the
tubular airplane table.*



TUBULAR STEEL LEGS—This is the tubular version of the airplane table made strong with sixteen-gauge tubular steel $\frac{7}{8}$ " in diameter, eighteen-gauge skirt with twenty-two-gauge book compartments. Top of maple, birch, or Fibersin.

The American school furniture market offers no desk more adaptable to grouping arrangements required by the modern classroom group-work technique. The airplane table is a proven product approved throughout the nation and is the result of research and experimentation by our engineers and outstanding educators in the country. Have your distributor demonstrate the airplane table *before* you specify elementary grade furniture.



53-5

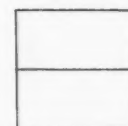
Looking down on the tops



TWO UNITS BACK TO BACK
WITH ONE UNIT ON EACH END
TO ACCOMMODATE EIGHT STUDENTS



A SINGLE UNIT
FOR TWO STUDENTS



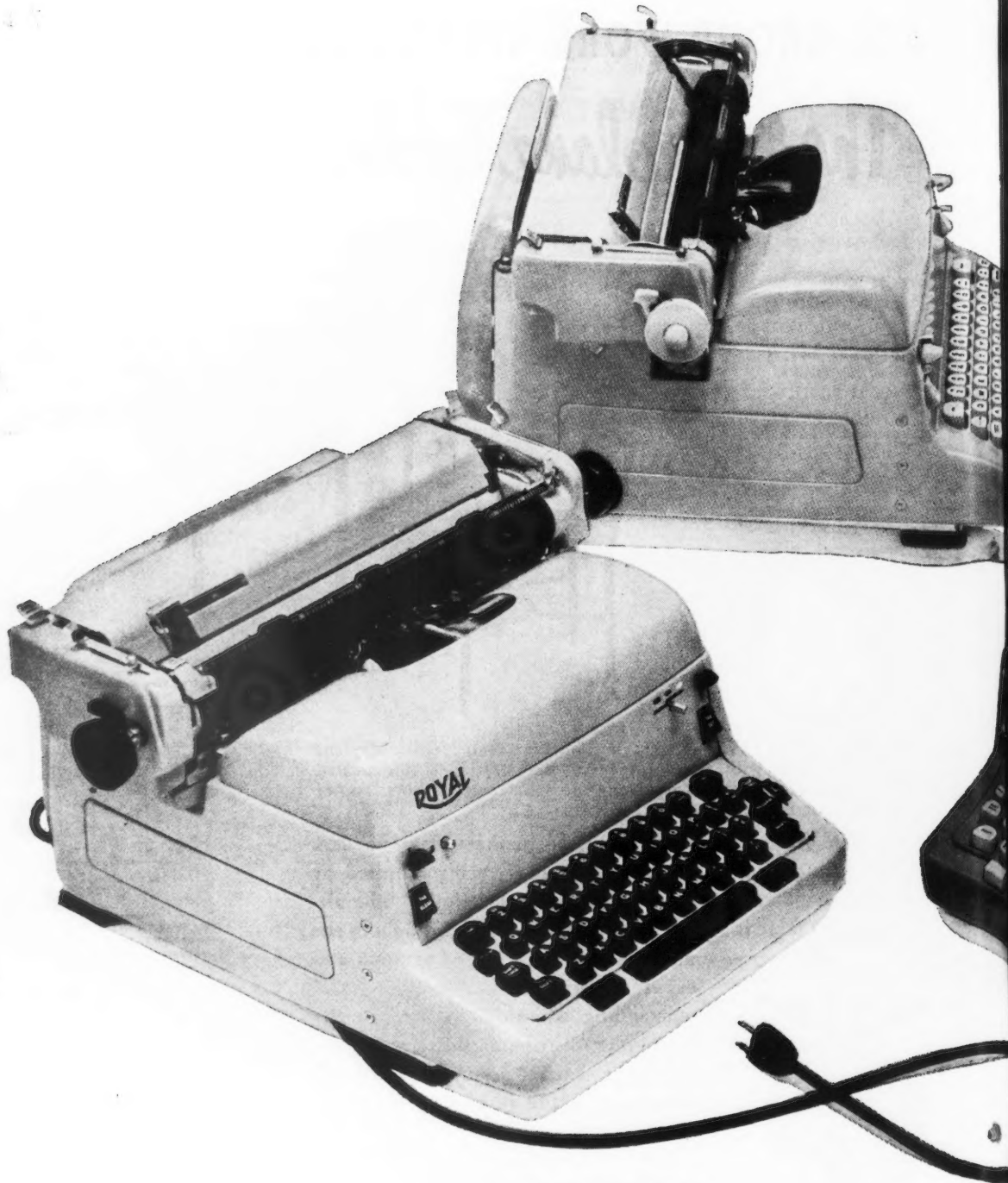
TWO UNITS BACK TO BACK
FOR FOUR STUDENTS

Easy to arrange in numerous seating plans — illustrated here in a modern classroom.

American Desk

MANUFACTURING COMPANY • TEMPLE, TEXAS

Deft in touch! Easy as pie



ROYAL[®]

Electric • Standard • Portable

to teach on! A new kind of electric typewriter!

Whether you use few or many electric typewriters in class, *this is important*: The new Royal Electric gives you new teaching freedom . . . gives wings to the fingers of your pupils.

The five-part answer to this new ease of operation is given below. But it all adds up to this: You, and how you teach, helped determine the design of this new electric typewriter. It was engineered for *you* and for your pupils.



Speed-flo Keyboard. The pupil discovers that the touch is smoother, and more responsive than that found on any electric typewriter yet designed. It is faster yet completely under the typist's control.

Quiet Carriage Return Mechanism. Royal's new Quiet Return Mechanism is the quietest, smoothest, and fastest of any in the field. Carriage return technique is consequently simplified and speeded up.

Foolproof Repeat Keys. Underscore . . . make hyphens . . . space backward or forward automatically—just by holding down the right key. The pupil can't make a mistake, because these repeat keys are independent of the regular keys.

Instant Space-Up Key. Wherever she is in a line, she just touches this bar and instantly gets as many spaces up on the sheet as needed without returning the carriage to the original margin. Increased production results.

Line Meter. This page-end indicator is simple to set and completely dependable. Takes almost no time to teach its use.

CLIP COUPON!

Royal Typewriter Co., Inc., School Department
2 Park Avenue
New York 16, N. Y.

Gentlemen: Please arrange for a demonstration of the new Royal Electric in my classes without obligation.

Name _____

School _____

Address _____

Made by the World's Largest Manufacturer of Typewriters

WISE CHOICE FOR CHURCHES EVERYWHERE!



Samsonite



FOLDING CHAIRS ARE strongest...last longest!

It's no easy job—making a seating investment for your church. You must get the utmost for every dollar expended. You can make your most economic purchase if you specify Samsonite folding chairs.

They are built of *extra heavy-gauge steel*. They stay new, stand up much longer. You can count on long-term savings when you install Samsonite folding chairs. That's why millions are in use today!

Only Samsonite gives you all these EXTRAS AT NO EXTRA COST!

- Tubular steel construction
- Easy, one-finger folding
- Safety-Guard Hinges
- Compact storing
- "Automobile" finish
- Bonderized to resist rust
- Posture-Curved Comfort
- Won't tilt or wobble
- Low in cost

SAMSONITE ALL-STEEL FOLDING CHAIR. Takes just seconds to fold, stack and store. Double cross-braced for extra strength. Gives plenty of comfort, takes plenty of punishment—and stays new. Model #2600—America's best-selling folding chair.



SAMSONITE FOLDING BANQUET TABLE. New! Scientifically designed for greater strength! Safe! Legs lock open, can't fold accidentally. Sets up quickly, stores compactly. In 6 ft. (#4600) and 8 ft. (#4800) lengths, 30" wide. With Masonite or Lifetime-Plastic tops!



LOOK FOR THIS SEAL on the back of your folding chairs. It identifies a genuine Samsonite chair.

WRITE FOR A SAMPLE CHAIR on your letterhead. Try it, test it, see how this Samsonite all-steel folding chair stands up. No obligation.



Special Quantity Prices from your Samsonite Distributor; or write for further information directly to the factory. SHWAYDER BROS., INC., PUBLIC SEATING DIVISION, DEPT. 3J, DETROIT 29, MICHIGAN
Also makers of famous Samsonite Luggage and Card Tables and Chairs for the home

Building News

(Continued from page 24A)

IN ARKANSAS

Mount St. Mary, Little Rock

A new high school building was dedicated recently for Mt. St. Mary Academy, Little Rock, erected at a cost of \$450,000. The building is constructed of red brick and dull green tile. Inside walls are of cinder block, painted in harmonizing colors with bright color trim in room accessories.

The structure contains 8 classrooms, a 3-classroom commercial department, 3-room science department, and a 5-room home-economics unit. It also includes an art room, study hall, large library, first-aid room, bookstore, 3-room office suite, cafeteria, and kitchen.

The academy is conducted by Sisters of Mercy of the Union.

IN ILLINOIS

St. Thomas, Peoria Heights

Dedication ceremonies of the new \$200,000 St. Thomas School, in Peoria Heights, took place August 29. The yellow brick structure is built next to the rectory, and will replace a four-room concrete block school whose classroom space overflowed into the Sisters' convent and the chapel. The building contains 10 classrooms and one large all-purpose room that may be divided into two more classrooms, if needed. Because of sloping terrain, the building was constructed in one story facing the street, with two stories in the rear.

The Sisters of St. Dominic staff the school; Rev. Bernard Rank is pastor of St. Thomas' parish.

IN INDIANA

St. John, Newburgh

The first unit of a building project for St. John's parish, Newburgh, was recently completed. The \$136,000 school structure incorporates bright colors and modern design. Built to house 8 classrooms, the building will sacrifice four rooms for use as one long room for combination chapel-auditorium-cafeteria.

The brick structure has a roof of laminated Western cedar which slants downward at the center where a large tile carries the drainage into the ground. The roof overhangs several feet at the sides, shading the glass block window section of the upper walls. Windows also have a clear-glass strip on eye level. Bookshelves line the interior window walls beneath the windows.

Provision has been made to add the

(Concluded on page 30A)

How Owens-Illinois Glass Block* solved a maintenance problem while providing better light

WITH PANELS of glass block, daylight is directed upward and diffused over all parts of the school-room all day long. The combination of light-directing glass block and vision strip keep brightness at comfortable levels, provide vision and ventilation. Excessive glare and harsh contrasts are eliminated.

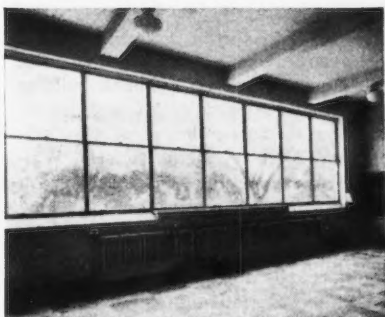


The Willard School, Highland Park, Michigan, is typical of many school buildings faced with worn-out window sash. Continual, expensive maintenance of the old sash did not provide proper protection from wintry blasts.



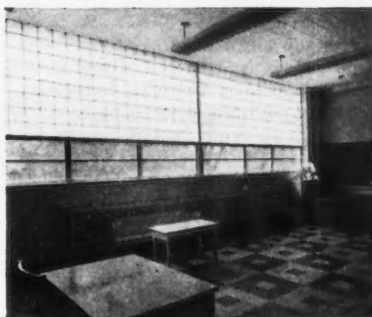
Willard School, Highland Park, Michigan
Architect: Louis G. Redstone; Contractor: William Bortolotti

Sash replacement began in 1951 with Owens-Illinois light-directing glass block. Now maintenance costs are practically eliminated. Glass block won't rust, rot or corrode . . . are hard to break.



OLD

windows needed constant, expensive maintenance . . . did not provide healthful daylighting throughout classrooms.



NEW

panels of glass block insulate so efficiently and daylight so effectively, heating and lighting costs are cut.

IF YOU ARE in the process of remodeling old structures, or building new ones, don't overlook the positive advantages—maintenance economies; better seeing conditions—that panels of glass block bring. For complete information write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. CS-11, Toledo 1, Ohio.

**Formerly known as INSULUX*

OWENS-ILLINOIS GLASS BLOCK
AN **(I)** PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

Building News

(Concluded from page 28A)

auditorium-gymnasium directly to the school building; when the section is added, the school will acquire four more classrooms, and the church will move to the auditorium until a permanent church can be built.

Sisters of Providence will teach at the new school; Rev. James H. Rogers is pastor.

IN LOUISIANA

Xavier High School, New Orleans

A new two-story building, which cost \$700,000, was dedicated September 12, for Xavier Preparatory High School, New Orleans.

The building is constructed of a reinforced concrete frame with floors and roof of structural concrete. The exterior is of a dull-red face brick with limestone trim. The interior includes glazed terra cotta tile walls, terrazzo floors, stairs finished in terrazzo, and doors of solid-core flush type of white birch. Interior trims are of stainless steel.

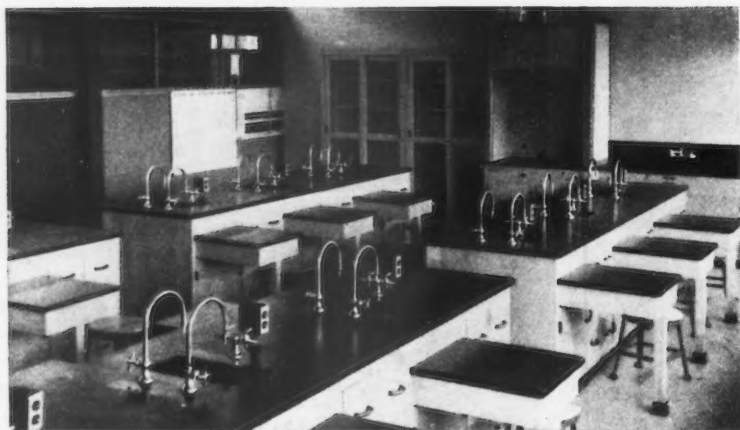
The first floor contains a glass-enclosed office, conference rooms, clinic, book room, 3-room home-economics department, 6 classrooms, multi-purpose room, laboratories, and staff offices. In the south wing is an auditorium which will seat 600; this wing extends further west to include a modern industrial-arts department with a special door designed to admit trucks for purposes of depositing material directly in the shop.

The second floor has a library, art room, 2 faculty rooms, 10 classrooms, and the science department, which has separate laboratories for physics, biology, and chemistry. The school is equipped with a public-address system.

The school is conducted by Sisters of the Blessed Sacrament for Indians and Colored People.



here's a **GOOD DEAL** for you!



You send us your laboratory floor plan—we'll send you carefully engineered layout—without any cost or obligation

Kewaunee Sales Engineers are good men to know. They bring you without charge that expert "know-how" which has come from nearly 50 years of experience in equipping America's finest school laboratories.

You want your equipment dollars to bring you the very latest in modern designing and engineering. You want to avoid annoying and costly mistakes. You

want time-saving efficiency on the job.

Kewaunee "at-your-elbow" service assures you all of these. And that's why you will always be proud of your beautiful, streamlined Kewaunee Laboratory installed with that painstaking care for which Kewaunee is famous.

To start the ball rolling, we suggest that you send us your school laboratory floor plans. Let us take it from there. *First*, we'll send you the Kewaunee catalogs you should have. *Second*, we'll send complete layout prepared by our expert laboratory engineers without cost to you. *Third*, if you would like to talk over your special equipment problems with the Kewaunee man—just say where and when. There will be no charge or obligation.



Wall Sink No. 210

Kewaunee Mfg. Co.
J. A. Campbell, President

5010 S. Center Street • Adrian, Michigan
Sales Representatives in Principal Cities

IN MICHIGAN

St. Mary, Spring Lake

A new school building for St. Mary's parish, Spring Lake, was opened to 150 students in the third to eighth grades. The modern, one-story building is constructed of variegated brick with limestone trim.

Each of five classrooms contains rest rooms for both boys and girls, a drinking fountain, two wash basins, and one sink for art activities. Classroom interiors are painted in pastel tints with green chalk boards built-in cabinets, and adjustable desks. The building also contains a combination recreation-activity room, and two offices, one of which is being used for a health and music room.

The cost of \$120,000 includes construction of a 14-room convent for the Pallottine Sisters who staff the school. Rev. Arthur Le Roux is pastor of St. Mary's parish.

IN MISSOURI

St. George, Gardenville

A modern, L-shaped building, erected at a cost of \$525,000, will serve St. George's parish, Gardenville, as school and convent. The contemporary style red-brick building was dedicated August 29. It includes 14 classrooms for an enrollment of 1100 students, and 20 rooms in the convent. Windows of glass block and clear glass vision strips have aluminum sashes. Two canopied entrances are at the front of the building, and three in the rear.

Interior walls are of haydite block and glazed tile wainscoting in all classrooms, large kindergarten, and corridors. Floors are covered with asphalt tile, terrazzo is used on the stairs, and all ceilings of school and convent are finished in acoustical tile.

Sisters of the Most Precious Blood conduct the school, and Rt. Rev. Msgr. Mark S. Ebner is pastor of the parish.

Adaptable, Economical

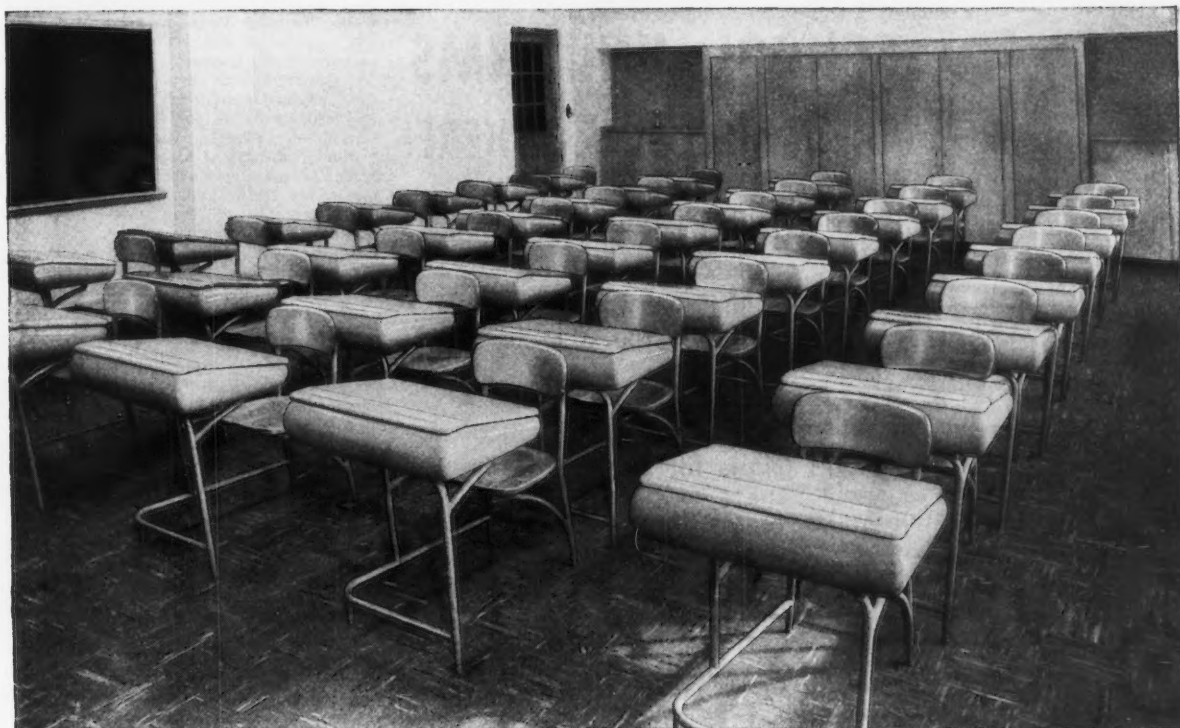


The ORIGINAL Tubular
Steel School Furniture



OUR LADY OF PEACE HIGH SCHOOL

Chooses Heywood
for Extra Quality* Features



The beautiful new Our Lady of Peace High School in St. Paul, Minnesota, was designed to be functional. Heywood-Wakefield Tubular Steel School Furniture meets this requirement as well as offering many extra quality features that mean greater service and easy maintenance...for example, welded steel joints, scientifically correct seats for more comfort, super-silent glide chairs. Architects for this handsome new school were Ellerbe & Company, St. Paul; installation of

furniture by Farnham Stationery & School Supply Co., Heywood-Wakefield distributors, Minneapolis. For further information on the EXTRA QUALITY features of Heywood School Furniture, write for free catalog. Heywood-Wakefield, School Furniture Division, Menominee, Mich.; Gardner, Mass.



**On Heywood's 501-LL desk shown here . . . special patented lid has two enclosed friction hinges that hold lid open and permit quiet closing.*

Catholic Education News

(Continued from page 10A)

at Boston College, Mass., on September 6. Celebrating their fiftieth year in the priesthood were: REV. JOHN F. DOHERTY, S.J., REV. JOSEPH T. LOWRY, S.J., REV. HENRY P. WENNERBERG, S.J., and REV. THOMAS J. M. QUINN, S.J. The four celebrants all entered the Society of Jesus on August 14, 1904, and are natives of Massachusetts.

★ Two Sisters of the Holy Cross celebrated the diamond jubilees of their profession on August 15. They are: SISTER IRMA and SISTER M. MANUELITA.

REQUIESCANT IN PACE

● VERY REV. JOSEPH M. DOUGHERTY, provincial of the St. Thomas of Villanova Order of St. Augustine for most of the U. S. and Cuba, died, September 13, at Villanova, Pa., at the age of 58.

Father Dougherty entered the order in 1916, was graduated from Villanova College in 1920, ordained in 1923, received a master's degree in biology from the C.U. of A. in 1924, and a doctorate in 1926. While teaching at Villanova, he was instrumental in establishing the premedical school. He became prior of the monastery in 1944 and provincial in 1950.

● MOTHER STEPHANIE MOHUN, O.P., one of

the foundresses of the College of St. Mary of the Springs at Columbus, Ohio, died, September 19, at the age of 86. She also helped to establish St. George Hospital in Columbus and Albertus Magnus College in New Haven, Conn., and a Negro mission in Amarillo, Tex., and sent a band of missionary Sisters from Columbus to China in 1935.

● REV. JOSEPH F. SULLIVAN, S.J., professor of ethics at Holy Cross College, Worcester, Mass., and former dean of studies, died early in September. He was the author of two textbooks on ethics, "General Ethics" and "Special Ethics," and had been a member of Holy Cross faculty for 27 years. Father Sullivan celebrated his golden jubilee as a Jesuit in August.

● SISTER M. ALOYSIUS MOLLOY, renowned Catholic educator, died early in September, at Saint Mary's Hospital Rochester, N. Y. Sister Aloysius' work in the field of education was characterized by distinguished service in the following divisions: development of the College of Saint Teresa, Winona, Minn.; Saint Clare School of Education, a division of the college for the training of Sisters as teachers for elementary schools; the working out of the combined curriculum in nursing and liberal arts; work in the North Central Association of Colleges; work in the National Catholic Educational Association. For 25 years Sister Aloysius was a member of the Commission on Institutions of Higher Learning in the North Central Association, and in 1943 was named an honorary member of this commission for life.

In recognition of distinguished service in the cause of Catholic education the Papal Cross Pro Ecclesia et Pontifice was granted her in 1918 for her outstanding work in the field of higher education. In 1923 she was given by the Holy Father the Cross of Merit of the Constantinian Order of Saint George and was the first woman to be the recipient of this decoration.

A member of the Sisters of Saint Francis, Rochester, Minn., Sister Aloysius celebrated the silver jubilee of her religious profession in 1949.

● SISTER M. SUSANNA, of the Sisters of St. Joseph of Carondelet, died July 27, after 77 years in the religious life. She was 94 years of age. Throughout her religious life Sister Susanna taught in parochial schools in the Diocese of Albany.

● REV. MICHAEL J. HIGGINS, C.M., former treasurer at Niagara University, N. Y., died September 9. Father Higgins was the oldest Vincentian in the world—he was 93 years old last March—and had observed the 60th anniversary of his ordination in May.



GRAUBARD'S SCHOOL UNIFORMS ARE NOTED EVERYWHERE!

- Noted for their good Materials . . . which are all of our selection, from America's leading Textile Mills
- Noted for their good Style . . . exclusive, practical designs for all age groups
- Noted for their good Workmanship . . . fine tailoring, quality finishing and lasting results
- Noted for outstanding Values . . . in a wide and sensible price range

Marilynke

WRITE TODAY! For complete information and Prices on our large selection of School Uniforms and Blouses for Grammar Schools, High School and Academies.

GRAUBARD'S

266 MULBERRY STREET

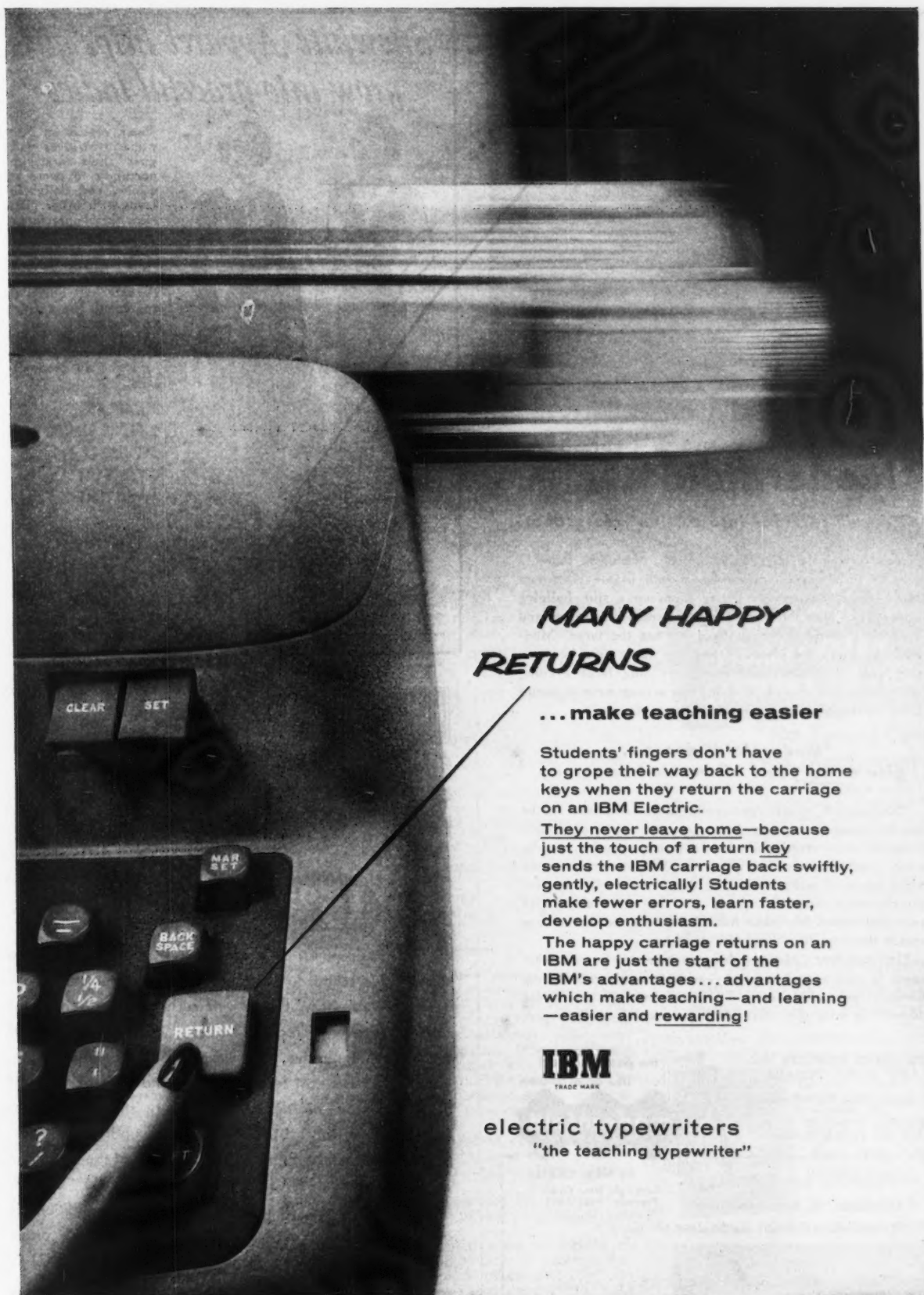
NEWARK 2, N. J.

RELIGIOUS ORDERS

Provincials Named

Both the president and vice-president of the Franciscan Educational Conference have been elected as provincials in their respective provinces. REV. PIUS BARTH, O.F.M., president of the organization for the past 6 years, has been named provincial of the Sacred Heart Province with headquarters in St. Louis; REV. BASIL HEISER, O.F.M.Conv., vice-president for 12 years, is provincial of the Province of Our Lady of Consolation in Carey, Ohio.

(Continued on page 35A)



MANY HAPPY RETURNS

...make teaching easier

Students' fingers don't have to grope their way back to the home keys when they return the carriage on an IBM Electric.

They never leave home—because just the touch of a return key sends the IBM carriage back swiftly, gently, electrically! Students make fewer errors, learn faster, develop enthusiasm.

The happy carriage returns on an IBM are just the start of the IBM's advantages... advantages which make teaching—and learning—easier and rewarding!

IBM
TRADE MARK

electric typewriters
"the teaching typewriter"

INTERNATIONAL BUSINESS MACHINES, 590 MADISON AVENUE, NEW YORK 22, N. Y.



"Modernfold" doors turn a "dead" corridor into a "live" classroom!

Here's how Yale High School, Yale, Michigan, found a way to turn waste corridor space into usable classroom space—and make every dollar count on a slim building budget. The area shown contains two small classrooms and a dividing corridor during the day when the large "Modernfold" doors are closed. Open, the same area becomes one large classroom—big enough to hold large evening adult education classes. Without this arrangement it would have been impossible to conduct these classes.

**"Modernfold" doors . . .
give extra years of trouble-free service**

"Modernfold" quality engineering puts *extra* steel in the sturdy frame for longer life . . . puts rows of double hinges at every stress point from top to bottom for smooth, even, trouble-free action . . . uses the finest obtainable vinyl fabric to make a covering that hides the track completely when the wall unfolds . . . that stays clean with soap and water. No other folding door on the market can match these quality "long life" features.

Find out how "Modernfold" can give you *extra* usable space in your school building—without costly remodeling. Consult your "Modernfold" distributor (listed under "doors" in your city classified directory) Or mail coupon.

**NEW CASTLE PRODUCTS, INC.
NEW CASTLE, INDIANA**

In Canada: New Castle Products,
Ltd., Montreal 6

Sold and Serviced Nationally



the doors that fold
like an accordion

modernfold
DOORS

**NEW CASTLE
PRODUCTS, INC.**

P. O. Box 755, New Castle, Indiana

Please send full details on "Modernfold" doors

Name.....
Address.....
City.....County.....State.....

by **NEW CASTLE**
Copyright New Castle
Products, Inc., 1954

Snowwhite Apparel helps girls grow into graceful ladies



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it—and how helpful it is to you in their development.

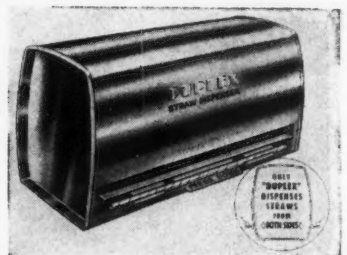
Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

**JUMPERS
2-PIECE UNIFORMS
BLOUSES
GYM SUITS
SWEATERS**

Write for the Snowwhite Style Portfolio—it's free to school authorities.

Snowwhite Garment Manufacturing Co.
224 W. Washington Street Milwaukee 4, Wis.
"SERVING THE PAROCHIAL EDUCATION FIELD SINCE 1924"

DUPLEX
CUTS *Straw*
COSTS
IN
HALF!



15¢

• Not since the invention of soda straws have school lunch rooms, and wherever straws are being served, been faced with such vital a problem of cutting the ever increasing high-cost of straws. Wrapped straws are expensive, the wrappers are annoying. Unwrapped straws cost less than half, and may be used, if dispensed from an approved, sanitary straw dispenser. The new "two-way" DUPLEX is hygiene approved, it dispenses one straw at a time from either side of the dispenser . . . 6 1/2" and 8 1/2" Standard, 6 1/2" and 8 1/2" Jumbo. Made of stainless steel with self-base. Unconditionally guaranteed. If not available at your Jobber . . . order direct, or write for descriptive literature . . . Dept. CJ-1.

DUPLEX STRAW DISPENSER CO.

511 N. LA CIENEGA BOULEVARD, LOS ANGELES 48, CALIFORNIA

THAT

"Stadium
Seat"

FEELING OF
Solid
Comfort



**BERLIN EZ-A-WAY
BLEACHERS**

ONE ROW OR THE ENTIRE
BLEACHERS CAN BE
EXTENDED FOR USE

It's the slight slope to the seatboard that makes for an easier sitting position, and that's why all spectators say **BERLIN EZ-A-WAY BLEACHERS** are comfortable bleachers . . . this in addition to the "stadium seat" feeling of solid comfort. Neat appearing, they make an installation that any school can be justly proud . . . easy to open and easy to close. As one school superintendent reports, "eleven and twelve year old boys can do the job easily . . . it's a simple 'operation.'"

BERLIN EZ-A-WAY BLEACHERS have no moving parts except the knife braces and the wheels . . . bleacher weight is distributed evenly by wheel spacings . . . once installed they require no maintenance to keep in operation.

Ask us **NOW** for the full story . . . see these new bleachers before you complete your seating plans for the year. Testimonial letters upon request.

- New in Design.
- Built-in Safety never before realized in Mechanical Folding Bleachers.
- Sturdy and Rugged enough to withstand modern day usage.
- Satisfaction unconditionally guaranteed.
- The most desirable bleachers for indoor spectator seating on the market today.

Safely SEAT YOUR PUBLIC IN COMFORT...
BERLIN
SEATING
ENGINEERS
BERLIN, WISCONSIN

Catholic Education News

(Continued from page 32A)

Jesuit Provincial

REV. CARROLL O'SULLIVAN, S.J., former rector of the University of San Francisco, has been named Provincial of the California province of the Society of Jesus. The province covers the states of California, Arizona, Nevada, and Utah.

Dominican Procurator-General

REV. MARINER THEODORE SMITH, O.P., professor of canon law at the Dominican House of Studies, Washington, D. C., is the new procurator-general of the Dominican Order. He succeeds the late REV. PAUL A. SKEHAN.

New Women's Order

An order of Sisters whose habits approximate ordinary street dress, founded 24 years ago to engage in social work, catechetical instruction, and public health activities, has established its mother house in Saginaw, Mich., and elected its first Mother General. MOTHER MARIE CALLAGHAN, of Cleveland, Ohio, was chosen to head the order known as Mission Sisters of the Holy Ghost.

As members of a recognized Sisterhood, the Mission Sisters have the same vows and general obligations as other Catholic nuns, although their rule is flexible in matters relating to their special work. Instead of the conventional religious habit, the Sisters wear a simple blue uniform. They drive cars, and, if necessary, go out singly when their work requires.

SIGNIFICANT BITS OF NEWS

Increase of Religious

Religious communities of men have increased their membership 14 per cent since World War II, according to a recent N.C.W.C. survey. There are more than 270,000 men in religious communities throughout the world — among them 113,000 priests. Of these some 18,000 are in the U. S.; 15,000 in Italy; and the remainder in Spain, France, and Germany in numerical order. In addition the world total of diocesan priests is more than 28,600 — with some 28,600 in the U. S.

C.S.M.C. Convention

The Catholic Students' Mission Crusade held its 16th national convention, August 26-29, at the University of Notre Dame. The students resolved to campaign for interest in the Church in Asia, particularly where there is Communist opposition. The Asian missionaries who addressed the group warned against underestimating the power of world Communism. The delegates were urged to protest against any movement to admit Red China to the U. N.

Attention was called to opportunities open to Catholic schools to supply lay and religious volunteers for teaching in the African missions.

Students were appraised of the opportunities of teaching catechism in religious vacation schools.

Crusade groups were urged to continue letter exchanges with students in Japan and to special prayers for propagation of the Faith in Japan. Students were urged "to make

(Continued on page 36A)

SAVE **85%***

Of Needless
Washroom Expense



NEW, FASTER DRYING
Sani-Dri
Provides CLEAN,
SANITARY SERVICE

*** No Towel Costs
... Less Maintenance**

Save up to 85% of washroom costs with new, faster drying Sani-Dri hand and hair dryers. No buying and storing of paper towels . . . no monthly service fee for cloth towels. Sani-Dri reduces maintenance overhead and provides 24-hour, automatic drying without mess and clutter. Washrooms are more sanitary with no towel waste and no fire hazard. All Sani-Dri models carry the Underwriter's seal of approval and full 2 year guarantee!

**Only Sani-Dri—The Original
Electric Dryer, Offers So
Many Exclusive Features!**

No other dryer offers all the advantages of Sani-Dri. No other dryer gives you as complete a line of models to choose from for your particular washroom requirements.



**HERE'S PROOF
You, too, Can
Save with
Sani-Dri!**

WRITE TODAY FOR NEW ILLUSTRATED FOLDER!

Manufactured and Guaranteed by
THE CHICAGO HARDWARE FOUNDRY CO.
Dependable Since 1897

7114 Commonwealth Ave., North Chicago Ill.

BEST

TO PROTECT TEXT BOOKS

THE NEW PLASTI-THERE*

TEXT BOOKS COVERS



PLASTI-THERE* T.M. "TITLE VIEW COVERS"

Transparent plastic spine shows book title. Custom printed to order.

PLASTI-THERE* "Pennant" COVERS

With "Title-View" Spine. (No printing)



PLASTI-THERE* "Regular" COVERS

Without transparent spine. Printed to order.

ALSO FOR SCHOOL LIBRARIES:

"Title-View" FIRESIDE Cover with same Plastithene protection. For general use. Assorted colors. (No space for printing.)

*Plasti-Thene — Not just a cellophane lamination, but a heavy plastic coating; acid resistant and moisture-proof.

JUST MAIL THE COUPON

BRO-DART INDUSTRIES

Library Service Division
72 E. Alpine St., Newark, N. J.
Please send sample PLASTI-THERE Cover and full information for:

- ☐ "Title-View" Custom Printed Cover
☐ "Title-View" Pennant Cover
☐ "Regular" Cover ☐ "Fireside" Cover

School Name.....

Address.....

Your Name.....

Catholic Education News

(Continued from page 35A)

known to appropriate government officials over concern as Christians over the problems of land shortage" in Japan.

Father Fernando Mempin, secretary-general of the Catholic Welfare Organization in the Philippines told of the great need for priests in the Islands. The Philippines was recommended as a special field for the overseas literature project.

Greater attention was urged to the study of vocational requirements by the units of the C.S.M.C.

Television in Schools

Two educators at a recent meeting of Catholic Audio-Visual Educators in Chicago predicted that within five years every parochial school will have a television set. Rev. Louis Gales, of St. Paul, Minn., told the meeting that TV will relieve the strain on teachers of oversized classes and will enable hard-pressed school systems to do a better job. Rev. Michael Mullen, of St. John's University, Brooklyn, also saw a growing role for television in parochial schools. They asserted that establishment of educational TV stations will bring about the necessary development in educational programs.

Comics Code of Ethics

The administrator of the newly formed Comics Magazine Association of America has promised a strong and effective code of ethics as part of a program of self-regulation by the comic books industry. CHARLES F. MURPHY, a Catholic, and former New York City magistrate, said that as director of the self-policing move, he would also establish a competent staff of reviewers to study all material scheduled for publication to determine whether it complies with the code.

Because of advance publication dates, it may be as late as January 1, 1955, before the impact of the program is noticed in copies appearing for sale on newsstands. The membership of Comics Magazine Association of America includes 24 of the nation's 27 comics magazine publishers; they publish about 75 per cent of the comics. Murphy will have full authority to carry out and enforce a strict, self-imposed set of standards for comics publishers. All books approved will carry the association's seal on the cover.

CONTESTS

Awards for Teachers and Students

The Future Scientists of America Foundation of the National Science Teachers Association (1201 Sixteenth St., N.W., Washington 6, D. C.) invites elementary and secondary teachers of science to report their "best new ideas of the year" (1955). Awards for 1955 will be made at a banquet meeting at the Netherland Plaza Hotel in Cincinnati, March 24-26.

In 1954, the first-place award of \$400 went to Edward Victor, Rogers High School, Newport, R. I., who supervised an analysis of students' study troubles.

Second place, \$300, went to Maurice Bleifeld, Newton High School, Elmhurst, N. Y., who used discoveries and inventions of great scientists to show students how to solve problems.

Third place, \$200, was won by Phyllis Busch, biology teacher, Abraham Lincoln High School, Brooklyn, N. Y., who converted a

(Concluded on page 38A)

You Can Always Depend On It



Whether it is a text book or a story book, you will find that books published by Beckley-Cardy meet the highest teaching standards. Advanced modern methods, approved by leading instructors, are often initiated in these Beckley-Cardy books.

Becky Carr

For Your Book Shelves

NEW-BUCKY BUTTON-McCall



The Button family is rollicking, honey, fun-loving so Bucky's life is full of excitement. This series is planned to meet children's interests, abilities and needs. Illustrated in color.

Bucky Button—Preprimer \$1.28

Buttons of the Zoo—Primer \$1.28

Buttons and the Pet Parade—Primer \$1.32

COWBOY SAM BOOKS—Chandler

These easy-to-read books capture the flavor of the West. There is nothing "dude" about Cowboy Sam or his adventures. He is a most lovable, cheery person—one whose logic will have good influence on his readers. Illus. in color.

Cowboy Sam—Primer, 64 pages \$1.28

Cowboy Sam and Porky—Primer, 64 pages \$1.28

Cowboy Sam and Shorty—Gr. 1, 68 pages \$1.32

Cowboy Sam and Freddy—Gr. 1, 68 pages \$1.32

Cowboy Sam and The Fair—Gr. 2, 96 pages \$1.40

Cowboy Sam and The Rodeo—Gr. 2, 96 pages \$1.40

Cowboy Sam and The Indians—Gr. 3, \$1.68

Cowboy Sam and The Rustlers—Gr. 3, \$1.68



THE JERRY BOOKS—Florence Battle

A group of progressive beginner books that appeal to young children because they picture and tell about every-day things and happenings with which they are acquainted. They can really "live" these stories which are told in standard word lists so they accent any reading program. Illustrated in color.

Jerry—Preprimer, 48 pages \$1.28

Jerry Goes Riding—Primer, 64 pages \$1.28

Jerry Goes on a Picnic—Grade 2, 96 pages \$1.60

Jerry Goes to the Circus—Gr. 3, 128 pages \$1.60

Books for Older Children

NEIGHBORS AROUND THE WORLD

Social study books to expand children's horizons through knowledge of the world today. The accent is on the timely concept that our world neighbors are more alike than different. In sharing their adventures readers gain respect and understanding for other peoples. Illustrated.

Kish of India Forests and Fiords

Alpine Paths Temple Town of Tokyo

To London, To London Here's Carlos of Mexico

Each book, 128 pages—\$1.68

CHILDREN OF EARLY AMERICA —

Mildred H. Comfort

Stories—historically accurate—of colonial and pioneer times, seen through the activities of children. For 4th and 5th grades—Profusely illustrated.

Children of the Mayflower

Children of the Colonies

Flatboats and Wagon Wheels

Prairie Schooner West

Each book, 192 pages—\$1.64

All books shipped postpaid.

Write for Catalog of Good Books for Children fully describing these and many other titles.

Beckley-Cardy

PUBLISHERS

1900 Narragansett

Chicago 39, Illinois



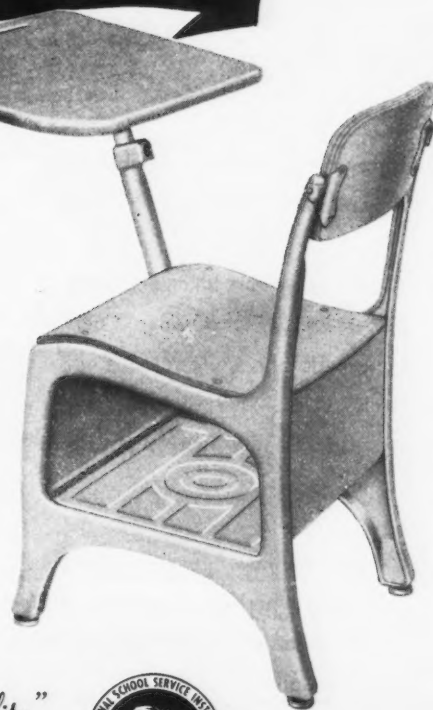
ENGINEERED TO **STAY YOUNG**

The Classic

- One piece pressed steel side frames—added strength.
- Form fitting posture back—reduces fatigue—increases attentiveness.
- Solid northern hard maple tops and tablet arms.
- Full roll posture seat—engineered for comfort.
- Finished in suntan color with tough scratch resistant "eelsyn".
- Chair desk adjustable to and from students as well as up and down—one easy adjustment does both.



- High arch legs give added strength—makes sweeping easy.
- Large rubber cushioned steel glides—protects floors—reduces noise.
- Top adjustment is positive—will not slip.
- Available with Fibresin plastic tops and tablet arms.



"No One Ever Regretted Buying Quality"



PEABODY

NORTH MANCHESTER, INDIANA

Catholic Education News

(Concluded from page 36A)

vacant city lot into a source of field experience.

Fourth place, \$100, was gained by Stanley C. Pearson, who made simple paper models to illustrate the principles of physics.

Among ten honorable mentions was BROTH-ER J. GEORGE, F.S.C., of De La Salle Institute, Chicago, who developed new experiments in radio for his high school physics laboratory.

There is also a contest for high school students of science. Both the teachers' and the students' awards made by the N.S.T.A. are financed by the American Society for Metals.

COMING CONVENTIONS

Nov. 4-5. Wisconsin Industrial Arts Assn., Public Museum Auditorium, Milwaukee, Wis. Secretary: Leo R. Ebben, 519 Church St., Kohler, Wis. Exhibits: Roy A. Radke, 1111 N. 10th St., Milwaukee.

Nov. 4-5. Kansas State Teachers Association. Regionals: Topeka, Hutchinson, Coffeyville, Garden City, Hays and Salina. Secretary: C. O. Wright, 315 W. 10th St., Topeka, Kans.

Nov. 4-6. Wisconsin Education Association, Auditorium and Arena, Milwaukee, Wis. Executive Secretary: O. H. Plenzke, 404 Insurance Building, Madison, Wis.

Nov. 6-7. Industrial Arts Association of Pennsylvania, Penn Bedford Hotel, Bedford, Pa. President: J. Philip Young.

Nov. 7-11. National Conference of Catholic Charities, Wm. Penn Hotel, Pittsburgh, Pa. Secretary: Rt. Rev. Msgr. John O'Grady, 1346 Connecticut Ave., N.W., Washington 6, D. C. No exhibits.

Nov. 11. Illinois Catholic Secondary School Principals' Conference, Lewis Towers, Chicago, Ill. Secre-

tary: Sister Hyacinth, O.S.F., Alvernia High School, Chicago, Ill.

Nov. 11-12. Alexandria, Louisiana, Diocesan Teachers' Convention, Providence Central High School, Alexandria, La. Chairman: Sister M. Cornelia, D.C., St. Vincent's Academy, Shreveport, La. Exhibits: Rev. H. Clinton Teacle, P. O. Box 1948, Alexandria, La.

Nov. 11-13. Mississippi Valley Industrial Arts Conference, LaSalle Hotel, Chicago, Ill. Chairman: Dr. Verne C. Fryklund, President, Stout Institute, Menomonee, Wis. No exhibits.

Nov. 11-12. Richmond, Virginia, Diocesan Teachers' Institute, St. Joseph's Villa, Richmond, Va. Chairman: Very Rev. Msgr. J. L. Flaherty, 807 Floyd Ave., Richmond, Va. Exhibits: Mrs. Grace Dunn, same address.

Nov. 11-13. New Jersey Education Association, Haddon Hall Hotel, Atlantic City, N. J. Secretary: Dr. Frederick L. Hipp, 180 W. State St., Trenton 8, N. J. Exhibits: Miss Anna W. Moore, same address.

Nov. 12-14. Confraternity of Christian Doctrine, Province of San Antonio, Gunter Hotel, San Antonio, Tex. Chairman: Rev. Charles Drees, 230 Dwyer Ave., San Antonio, Tex.

Nov. 12-14. San Antonio, Texas, Archdiocesan Teachers Institute, Gunter Hotel, San Antonio, Tex. Chairman: Rev. Charles Drees, 230 Dwyer Ave., San Antonio 5, Tex. Exhibits: Rt. Rev. John L. Mor-kovsky, same address.

Nov. 13-19. Adult Education Association of the U.S.A., Hotel Statler, St. Louis, Mo. Exhibits: John Worthington, 743 W. Wabash Ave., Chicago 11, Ill.

Nov. 5-6. New England Industrial Arts Teachers Assn., Hotel Carpenter, Manchester, N. H. Secretary: Arthur I. Martin, State Teachers College, Gorham, Me. Exhibits: Andrew Moynihan, Taconia High School, Taconia, N. H.

Nov. 10-12. Association of University Evening Schools, Milwaukee, Wisconsin. Secretary: Dean W. L. Reals, Washington University, St. Louis 5, Mo.

Nov. 12-14. First Regional Congress of the Confraternity of Christian Doctrine, Province of Newark, N. J. Address: General Chairman of CCD Congress, 139 N. Warren St., Trenton, N. J.

Nov. 16-20. American School Food Service Assn., DeLido Hotel, Miami Beach, Fla. Secretary: Miss Mary N. Griffin, 31 Green St., Board of Education, Newark, N. J. Exhibits: Doris Bilger, State Education Department, Tallahassee, Fla.

Nov. 21-23. Ohio Education Association, Desher-Hilton Hotel, Columbus, Ohio. Secretary: W. B. Bliss, 1213 E. Broad St., Columbus, Ohio. Exhibits.

Nov. 22-24. Louisiana Education Association, Neville High School, Monroe, La. Secretary: N. B. Hackett, P.O. Box 1906, Baton Rouge, La. Exhibits: Miss Mary I. Bennett, La. Education Association, P.O. Box 1906, Baton Rouge, La.

Nov. 25-27. National Council of Teachers of English, Hotel Statler, Detroit, Mich. Business Secretary: Frank E. Ross, c/o National Office, 8110 S. Halsted St., Chicago 20, Ill. Exhibits.

Nov. 25-27. Texas State Teachers Association, Hotel Texas, Fort Worth, Tex. Executive Secretary: Charles H. Tennyson, 316 W. 12th St., Austin 1, Tex. Exhibits: John H. Lovelady, same address.

Nov. 29-Dec. 1. Northwest Association of Secondary and Higher Schools, Hotel Utah, Salt Lake City, Utah. Secretary: F. L. Stetson, University of Oregon. No exhibits.

Dec. 3-7. American Technical Education Association, A.V.A., Convention, San Francisco, Calif. Secretary: Frank J. Coyle, 23 S. Pearl St., Albany, N. Y.

Dec. 3-7. American Vocational Association, St. Francis Hotel, San Francisco, Calif. Secretary: M. D. Mobley, 1010 Vermont Ave., N.W., Washington, D. C. Exhibits: O. D. Adams, 135 Van Ness Ave., San Francisco, Calif.

Dec. 26-31. American Association for Advancement of Science, Shattuck Hotel, Berkeley, Calif. Secretary: Dr. Dale Wolfe, AASA, 1515 Massachusetts Ave., N.W., Washington 5, D. C. Exhibits: Dr. Raymond L. Taylor, same address.

Dec. 27. Pennsylvania State Education Association, Penn-Harris Hotel, Harrisburg, Pa. Secretary: H. E. Gayman, 400 N. Third St., Harrisburg, Pa. No exhibits.

Dec. 27-29. National Council of Teachers of Mathematics, Christmas Meeting, St. Louis, Mo., Chase Hotel. Secretary: M. H. Ahrendt, 1201 16th St., N.W., Washington 6, D. C. Exhibits.

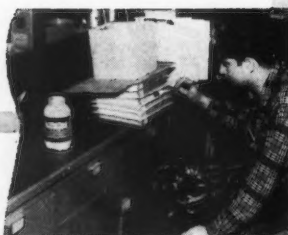
Dec. 27-29. Modern Language Association of America, Hotel Statler, New York, N. Y. Secretary: Prof. Wm. R. Parker, 6 Washington Square N., New York 3, N. Y. Exhibits: Prof. John H. Fisher, same address.

Dec. 28-30. American Catholic Historical Association, Hotel Commodore, New York, N. Y. Secretary: Rev. John Tracy Ellis, Caldwell Hall, Catholic University of America, Washington, 17, D. C. No exhibits.

Dec. 28-30. Illinois Education Association, Sherman Hotel, Chicago, Ill. Secretary: Irving E. Pearson, 100 E. Edwards, Springfield, Ill. No exhibits.

"Volumize" Your Periodicals this Thrifty Way

Use the Gaylord "Case Binder method"
for arranging periodicals in volumes—
at low cost.



Part-time student worker applies
Magic-Mend (Gaylord's liquid plastic
adhesive) to periodicals arranged in
volumes.

Have your periodicals available for
easy reference in attractive binders!



Miss Marge Chaloupka, Assistant
Librarian, is shown placing a volume
into a Case Binder.

These pictures were taken of a "Case
Binder Project" at Orange Coast
College Library, Costa Mesa, Cali-
fornia. Over 4,000 volumes were
processed by this simple, proved
method.



Student selects one of the finished
volumes for reference.

Find out how easy it is to have at-
tractive periodical volumes! Write
to either office for "Case Binder"
information.

Gaylord Bros. INC.

LIBRARY SUPPLIES

SYRACUSE, N. Y. • STOCKTON, CALIF.

Train them on the UNDERWOOD

Underwood typewriters have been standard for teaching since the very first days of typewriter instruction...and the beautiful new Underwood "150" is the *best ever!*

Because of its *light* touch...its *personal* touch...it is easy for a student to quickly become proficient on this machine.

But in *today's* office, it is also of great importance that a secretary be able to switch with equal skill from *standard* to *electric* typing.



Teach

**your students how
to typewrite on both
Standard and Electric**



Just mail the coupon today

Underwoods

Modern business demands this secretarial versatility

It is easy for your students to make the conversion from standard to electric typing—when they use an Underwood Electric.

The keyboard of the Underwood Electric is scientifically designed to reduce finger travel and manual activity...and everything on the keyboard is just where students are used to finding it.

Right from the beginning students can do more work with less effort because electricity does the heavy part of the work. The work looks better because electrically controlled type bar impressions are uniform. And operators can make as many carbons as they need with no more effort than if they were typing just *one* copy.



Underwood Corporation

Typewriters . . . Adding Machines . . . Accounting Machines...Carbon Paper...Ribbons...Punched Card Equipment . . . Electronic Computers

One Park Avenue
New York 16, N. Y.

Underwood Limited
Toronto 1, Canada

Sales and Service Everywhere

UNDERWOOD CORPORATION CSJ-11-54
One Park Avenue, New York 16, N. Y.

Please have your representative check with us to arrange a demonstration of

- ☐ The Underwood Standard "150" Typewriter
- ☐ The Underwood Electric Typewriter

Name of School

My Name and Title

Street Address

City Zone State

New Books of Value to Teachers

Talks to Teen-Agers

By Rev. F. H. Drinkwater. Cloth, 110 pp., \$2. The Newman Press, Westminster, Md.

This book consists of brief advice to teen-agers concerning many aspects of life—the management of one's self and the observation of religious practices. Father Drinkwater has a fine understanding of teen-age boys and girls and writes with considerable insight into the interests and also the difficulties of young people. The book will make excellent material for school talks and brief sermons.

Matt Talbot, Worker and Penitent

By Dom Frei Henrique Golland Trindade, O.F.M., translated from the Portuguese by Conall O'Leary, O.F.M. Paper, 126 pp., \$1.50. St. Anthony Guild Press, Paterson, N. J.

This book on Matt Talbot presents "His life as seen through Franciscan eyes."

Know Your Children in School

Edited by Lucy Sprague Mitchell. Cloth, 188 pp., \$3. The Macmillan Co., New York 11, N. Y.

Herein are contained sketches of real children, and the typical personality problems they introduce to the classroom. The sketches show at least one possible solution for personality problems introduced, solutions that indicate the need for tact, imagination, and common sense in solving the problems. The book should be of special interest to "teachers who are trying to understand the new thinking that has entered the curriculum since they were

trained how to teach, teachers who are trying to understand their children." The sketches cover the elementary grades, dividing in four sections the problems pertinent to grade pupils according to their age.

In the Image of Christ

By John L. Murphy. Cloth, 170 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

An application of the doctrine of the Mystical Body of Christ to the everyday lives of modern Catholics. By the author of *The Living Christ*, this book shows Christianity as a total way of life with practical concrete suggestions for carrying out the concepts presented. After a preliminary discussion of life and its meaning, the author applies the doctrine to various states or vocations of life: marriage and the family, the priesthood, the Christian worker, the religious life, the teaching profession, writing, social work, the Christian executive, and others. Father Murphy writes in a style that complements the interest in his subject, and here shows his knowledge of modern Catholics.

Saint Anthony of the Desert

By Henri Queffelec, translated from the French by James Whitall. Cloth, 251 pp., \$3.75. E. P. Dutton & Co., New York, N. Y.

Since all the monastic orders trace their origins ultimately to him, Saint Anthony of the Desert has often been called the Father of Monks. Yet Henri Queffelec's brilliant book is the first modern life of this simple Egyptian peasant who became one of the most famous

ascetics of all time. Delightfully and movingly written, the book draws upon many dependable sources of information to recreate the wise and gentle personality of Saint Anthony against the setting of his dramatic era.

Art Today in Catholic Education, Elementary Ed.

By Sister M. Joanne Christie, S.N.D., M.A. Paper, 192 pp., \$2.75. Catholic University of America Press, Washington 17, D. C.

The proceedings of the workshop on art in Catholic elementary schools conducted at the Catholic University of America, June 12-23, 1953. Some of the general conferences are: "Understanding Children's Artistic Expression," by Dr. Viktor Lowenfeld; "The Roll of the Teacher in the Elementary School—Must She Be an Artist?" by Roma Gans; "Developing the Child's Power of Creative Expression," by Sister M. Thomasita, O.S.F.; "Problems of Shortage of Materials: Tools, Space, and Time in the Ever-Increasing Enrollment in the Grades," by Sister M. Louis, S.S.N.D., and others. Summaries of seminar proceedings on teaching art in three divisions of the elementary grades are included, and also an interesting bibliography.

Mary in Doctrine

By Emil Neubert, S.M. Cloth, 258 pp., \$4.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Father Neubert phrases the basic formula of his work of Mariology with dogmatic exactness as follows: "To the various privileges of the humanity of Jesus there correspond analogous privileges in Mary, in the manner and in the degree required by the difference between her condition and that of her Son." Thus the author emphatically fixes in the reader's mind from the outset the veneration of Mary for reasons of the "great things" God has done for her.

The grand prerogatives of Mary are studied here under two headings: functions and privileges. The functions include our Lady's divine maternity, her spiritual maternity, her universal mediation, the priestly aspect of her mission, and her sovereignty. The second part includes chapters on the Immaculate Conception, her virginity, her holiness, the Assumption, and her Beatitude. The book traces each dogma from the beginning of the Church and presents this inspirational material with scholarly attention and an interesting reading style.

The Story in the Rosary

Text from the Douay-Rheims translation of the Holy Bible, selected and illustrated by Katharine Wood. Cloth, 64 pp., \$2.75. David McKay Co., Inc., New York, N. Y.

The 15 mysteries of the rosary with selected texts from the Bible, with large soft-pencil drawings for illustration.

Tests of Character

By Donald F. Miller, C.Ss.R. Paper, 64 pp., 25 cents. Liguorian Pamphlet Office, Liguori, Mo.

This pamphlet, subtitled "a frank discussion of your hidden faults," calls attention to many common defects of character such as boasting, gossiping, self-pity; and suggests ways and means for combating them. Often the mere realization that one is guilty of one of these common faults will be a strong incentive to reform.

The Liguorian Pamphlet Office will be glad to send a list of its dozens of valuable pamphlets or booklets priced from 5 cents to 50 cents. These pamphlets supply excellent instruction on all sorts of moral and spiritual subjects.

(Continued on page 43A)



Choral Robes in beautiful colors for:

- VESPERS AND HOLY DAYS
- PROCESSIONALS
- MAY CROWNING

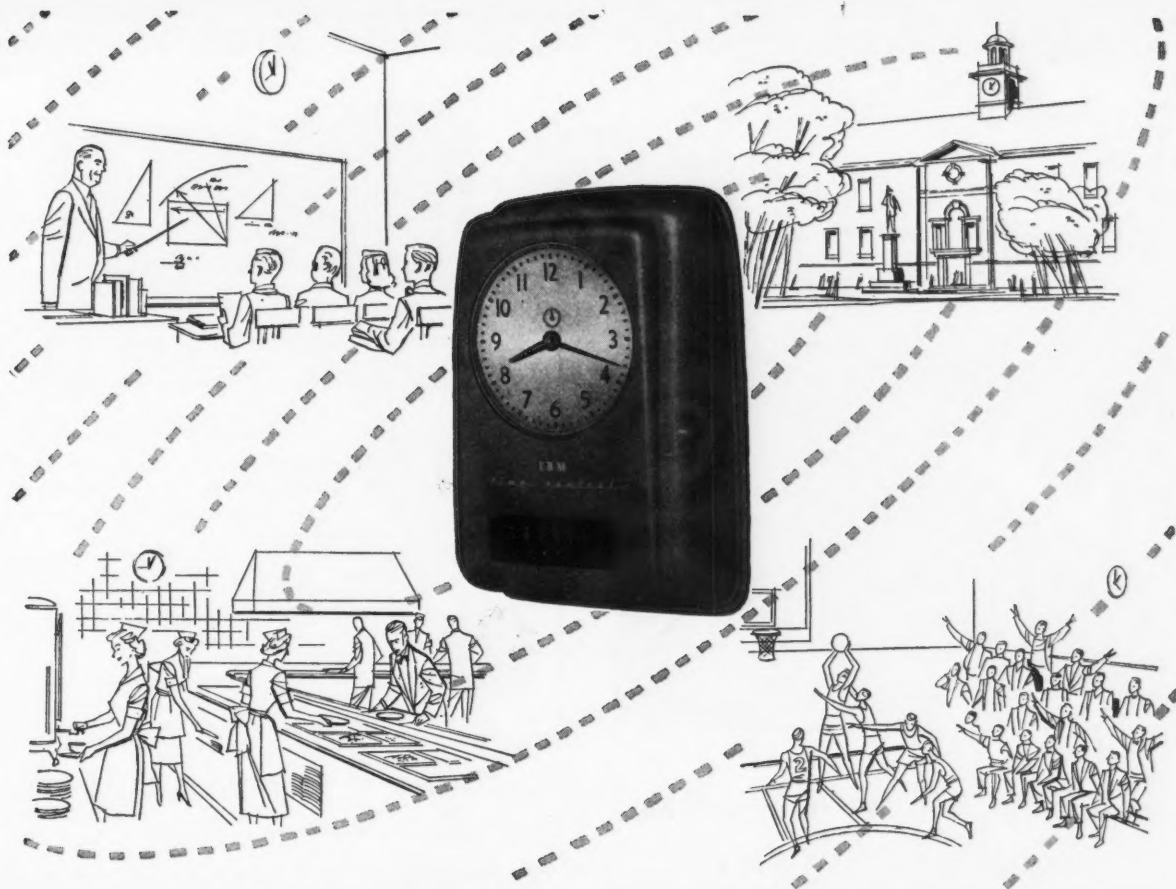
At all occasions, your School and Church Choir enrobed in colorful fabrics by MOORE, adds an impressive note of beauty.

New MOORE fabrics now available, woven from color-locked Chromspun yarn for life-of-the-fabric, guaranteed, color-fastness to light, air impurities, perspiration, cleaning, moths and mildew. Wonderfully lightweight. Easy to match as your Choir grows.

Write for Fabric Selector V34

E. R. MOORE CO.

932 W. Dakin St., Chicago 13, Ill. Phone: GRaceland 7-3600
25-34 Jackson Ave., Long Island City 1, N. Y. Phone: RAvenswood 9-7155
1908 Beverly Blvd., Los Angeles 57, Calif. Phone: DUukirk 7-3205



IT'S RIGHT FOR SCHOOLS

... for economy, flexibility, dependability

Time by IBM

IBM Electronic Time and Program Signaling Systems supervise indoor and outdoor clocks, classroom signals, corridor bells, outside gongs, and utilities electronically—without special wiring.

These modern time systems feature around-the-clock self-regulation . . . as much as 12 hours when required. They synchronize indicating and signaling units—without special wiring. Their programming flexibility allows for automatic control of utilities—lighting, heating, ventilating, water-flow—too.

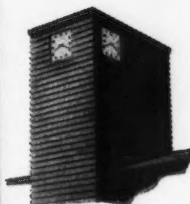
Write to IBM for the latest data on time systems and other IBM time equipment.



FIRE ALARM SYSTEMS...
add their extra measure of safety to building and occupants . . . deliver emphatic signals on demand.

INTERCOMMUNICATING TELEPHONE SYSTEMS...

automatically connect classrooms and office . . . save time and steps for teachers, administrators.



TOWER CLOCKS...
are presented in a wide variety of designs to suit many architectural forms—modern or classical. They tie in with your automatic time system . . . provide a landmark of useful community service.



ELECTRONIC UTILITIES CONTROL...

saves time, effort, money by eliminating need for manual supervision in programming water flow—opening and closing ventilators—switching light circuits, heating and air conditioning systems on and off.

You're RIGHT on Time . . . with

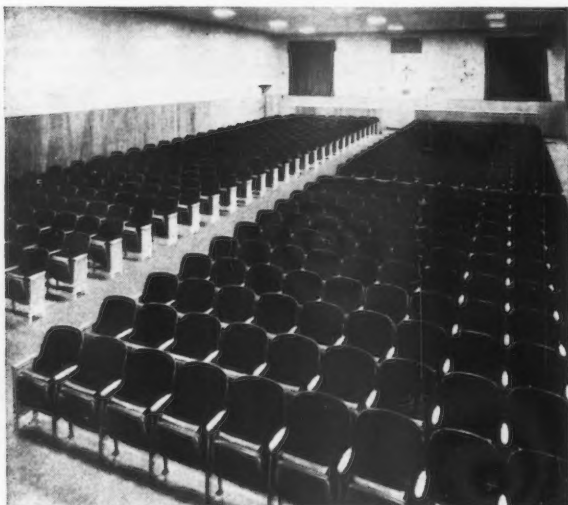


Time EQUIPMENT

INTERNATIONAL BUSINESS MACHINES • 590 Madison Avenue, New York 22, N. Y.
Branch offices located in principal cities throughout the U. S.



Rosemont College, Rosemont, Pa., equipped with 548 full-upholstered Bodiform chairs. Architects: Gleeson & Mulrooney, Philadelphia, Pa. Superior & Pres.: Rev. Mother Mary Boniface.



AMERICAN BODIFORM Auditorium Chairs

**New impressiveness, better service
for your school and community**

The luxurious, sustained comfort and matchless beauty of these chairs will stimulate attendance at auditorium programs—and help build community interest in all your school's activities.

Finest scientific construction insures relaxed sitting with maximum attentiveness and appreciation. Automatic, uniform-folding, silent, $\frac{3}{4}$ safety-fold seat action allows more passing and sweeping room. Fabric upholstery compensates acoustically for seat vacancies. Practical planning assistance gladly supplied by American Seating Engineers.

American Bodiform Pews and other Church Furniture offer the ultimate in beauty, appropriateness, durability. Consult us on your requirements.



Unequaled in durability, low maintenance. Also available with folding tablet-arm.

American Seating Company

World's Leader in Public Seating • Grand Rapids 2, Mich. • Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Church, Theatre, Transportation, Stadium Seating.
FOLDING CHAIRS

For Your WIDE Windows



PATENTED

The Draper X-L unit shown above provides for windows of unlimited width



Shades are mounted to a heavy gauge steel shield.



Offset brackets give shades 6" overlap.

THERE IS A DRAPER DARKENING SHADE FOR WINDOWS OF ANY TYPE OR SIZE

X-L — For extremely wide and multiple windows.

PAKFOLD — One set of demountable shades may be moved from room to room.

LITE-LOCK — Roller box and side channel equipment for laboratory installations.

SKYLIGHT — A rugged and efficient unit.

NEW WAY — For combination glass block — clear glass windows.

To get Draper Quality . . . Specify **DRAPER**

LUTHER O. DRAPER SHADE CO.

P.O. Box 455

Spiceland, Indiana

BEAUTIFUL SET-UP for 200 in just 8 MINUTES from STORAGE...

Pats. Pending



with the NEW,
LIGHT-WEIGHT,
STEEL-FRAMED,

FORMICA TOPPED...

**TRACY
FOLDING
TABLE**

Its light weight and easy, one-man folding, makes the TRACY TABLE a time and energy saver for institutional set-ups like that above. Uniquely designed with ALL-STEEL frame and a hinged brace-beam that supports the top while firmly locking both pedestals, TRACY TABLES also set a new beauty standard. Offered in a choice of 3 beautiful FORMICA tops, or brown masonite Presdwood, TRACY'S smart design enhances any modern institutional decor.



TRACY HAND-TRUCKS, accommodating 8 tables, are the key to the TRACY SYSTEM for quick set-up, easy transport, compact storage.

SPECIFICATIONS: 6 or 8 foot lengths; 30 inch width; 29 inch height for adults or 24 inch height for children.

Write TODAY for our illustrated brochure!

The TRACY Co.

400 N. Washington Ave.
Cedarburg 3, Wisconsin

New Books

(Continued from page 40A)

Behold the Handmaid, the Story of Our Blessed Mother

In comic-book format, this picture-biography of our Lady's life has the *nihil obstat*, and the *imprimatur* of Archbishop Alter of Cincinnati. Copyrighted in 1954, it is a publication of George A. Pflaum, Publisher, Inc., Dayton 2, Ohio. More than the well-known facts of Mary's life are included—more background material, history of the times in which she and Joseph and Jesus lived, would have been superfluous. It seems well balanced in reverence, information, and illustrative emphasis.

The Emerging Self in School and Home

By L. Thomas Hopkins. Cloth, 366 pp., \$4.50. Harper & Brothers, New York 16, N. Y.

This is a restatement of the Dewey-Kilpatrick pragmatic philosophy of education, and its implications today. The author analyzes the educational process in terms of his concept of learning, which is largely that of experimental naturalism. Some of the author's basic concepts are: "The essence of all life is change (p. 4)"; "The continuity of all life is process (p. 4)"; "All life has direction (p. 5)"; "All growing, behaving, learning are differentiated aspects of or are creative emergents from the same biological life process (p. 5)"; "Every individual constantly strives for the good life or the better life as he sees it (p. 7)"; "The professional competence of teachers lies in their understanding and use of the unitary biological growth process (p. 9)."

"The normal biological unit of growing, behaving, learning is a child facing and acting in his own need-situation with his own perceptions by his own process (p. 11)." Chapters dealing with schools, growing up, curriculum, the need-experience process, group learning, qualitative learning, moral values, and a forward look develop these basic concepts.

Pierre of the Island

By Nicolette Meredith Stack. Cloth, 96 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

Here is an author who tells a very charming story for children: about Pierre of the Isle d'Orleans across the St. Lawrence River from Quebec, Canada. The story itself is of Pierre's moving to Quebec, a strange, bustling, unfriendly place compared with the happy farm with all his animal friends back on the Island. The story shows how Pierre grows to accept this change by finding new animal friends, by making friends in school, by realizing his responsibilities to his parents and Grand'maman. The author has caught the charm of the French-Canadian, mingled it with the growing personality of a good hearted young boy, and made an absorbing story of it. This might be excellent material for integrating the study of French in the elementary grades with social studies, because of the gradual inclusion and repetition of French words and short phrases.

Joy, Sorrows, and Glories of the Rosary

By Raphael Grashoff, C.P., \$1. A Grail Publication, St. Meinrad, Ind.

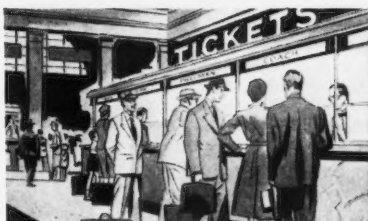
This series of reflections on the 15 mysteries of the Rosary, is based principally on the New Testament and narrates the facts of the

(Continued on page 44A)

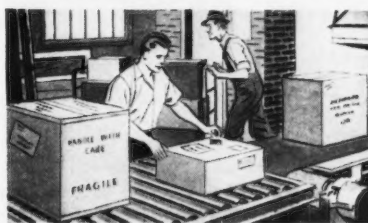
How this skilled backstage crew helps the railroads give a smooth performance



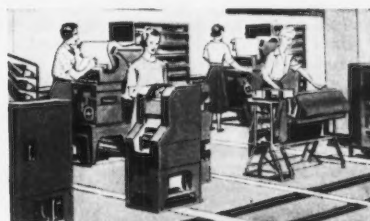
The conductor in charge of a crack streamliner . . . the engineer who "drives" the railroads' powerful locomotives . . . and the men in freight yards who control the movements of giant freight cars with tiny levers and switches have fascinating jobs. But backstage, in railway offices and stations, are other men—and women, too—who handle jobs just as challenging and just as vital to top railroad performance.



There's the ticket seller in a busy railway station. At his finger tips, he has detailed information on all the lines that run across the broad face of our nation, and the crack trains that travel them. And, in a matter of minutes, he can write you a ticket that's good for a ride on a train thousands of miles away . . . or reserve a place for you on one that may be made up several months later.



Handling \$1,000,000 worth of jewels or tons of perishable flowers is all part of a day's work for this Railway Express employee. He and his fellow workers make it possible for the railroads to offer many special and unusual services. In cars attached to fast passenger or express trains, Railway Express ships money, flowers, luggage, pets—anything that requires speed or close attention.



The women who operate these machines keep track of the thousands of freight cars that roll from railroad to railroad hauling the mountains of food, clothes and other manufactured products we use every day. As reports come in from rail junctions, they compile records on the freight cars of their own railroad, and those of other railroads temporarily on the line.



And these are only a few of the thousands of skilled backstage workers who help make possible the railroads' smooth daily performance. Through their efforts, the railroads serve your transportation needs speedily, efficiently and at a lower average cost than any other general form of transportation. What's more they do it over lines built and maintained at no expense to any taxpayer.

ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 15.

New Books

(Continued from page 43A)

lives of our Lord and His Mother which are commemorated in the respective decades. The approach is simple and the language is plain. Laymen will appreciate the book even more fully than religious.

Hail! The Altar Boy

Edited by Rev. David E. Rosage. Cloth, 64 pp., \$1.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Imagine the server's surprise to find that Coach Frank Leahy of Notre Dame envies him, an ordinary little Joe, just because he serves Mass! Many other delights and inspirations await the prospective or seasoned altar boy upon reading this second of Father Rosage's books for "Mr. Indispensable." Many well-known persons such as Bing Crosby, Cardinal Spellman, Loretta Young, Johnny Lattner, have sincere praise and personal directives that are sure to impress all readers with the unique privilege it is to serve Mass.

Jesus and His Times

By Daniel-Rops. Translated from the French by Ruby Millar. Cloth, 615 pp., \$5. E. P. Dutton & Co., New York, N. Y.

Here is a work that may be described as a Protestant version of a Catholic book. The original author, Daniel-Rops, is a French Catholic scholar. The translator has put all the Biblical quotations into the words of the King James Bible, thus rendering the present English version forbidden to Catholics.

The Devil

By Giovanni Papini. Translated from the

Italian by Adrienne Foulke. Cloth, 246 pp., \$3.75. E. P. Dutton & Co., Inc., New York, N. Y., 1954.

This translation is published without an imprimatur.

Our Changing Earth

By Gertrude Whipple, Preston E. James, and Arthur Robinson. Cloth, 318 pp., no price given. The Macmillan Co., New York, N. Y.

New text combined with parts of *Our Earth*, revised and *Using Our Earth*, revised. Contents includes: Mountain Stories, In Hilly Lands, Stories of the Plains, Fun on the Lake, River Stories, Sea Stories, the Earth We Live On, How Men Have Changed the Pasture Lands, Changing a Desert to Orchard Land, How We Get Food, Clothing and Shelter, How the Land Has Been Changed, and Pictures of Our Earth. Reading content is on about the third- or fourth-grade level.

Teen-Ager's Saint: Saint Maria Goretti

By Msgr. James Morelli. Edited by William Peil. Cloth, 84 pp., \$2. The Grail, St. Meinrad, Ind.

This biography is addressed to children in their early teens. It tells the story of the little martyr of Corinaldo with considerable emphasis on her saintly child practices.

Catholic Liturgy

By Gaspar Lefebvre, O.S.B. Cloth, 300 pp., \$3.50. Herder Book Co., St. Louis, Mo.

This revision of a book, first issued in 1920, is a brief, fundamental explanation of the liturgy. Bishop Van Caloen, in his prefatory letter, says that it is "a substantial and complete treatise. It is a real liturgical manual, opening the way not only to a practical understanding of the liturgy for the faithful, but

also to the deeper study of this important subject for the members of the clergy." The present edition includes an appendix which urges that liturgical prayer and Catholic action should be developed simultaneously in the lives of the laity.

How to Find Out About the U. N.

Booklet. Paper, 70 pp., 15 cents. Published by United Nations Dept. of Public Information, New York, N. Y.

The booklet, subtitled "Facts about the United Nations and Materials Available," presents general information about the organization and functions of the U. N. and its various departments and lists of publications available. Publications of the U. N. may be obtained from International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

A Guide to Career Opportunities in the Paper Industry

This 80-page booklet has been prepared by research personnel at Beloit College (Wis.) under a grant from the Beloit Iron Works, Beloit, Wis. It may be obtained free by libraries, colleges, vocational schools, and other educational institutions from the American Paper and Pulp Association, 122 East 42nd St., New York 17, N. Y.

The extent of the paper industry as revealed herein is simply amazing. Paper products are among the ten leading industries. For example, 400 pounds of paper products were consumed for each person in the U. S. last year. The building of a battleship of a certain class consumes, incidentally, 100 tons of paper.

Publications of N.A.M.

The National Association of Manufacturers has issued its 1954-55 catalog of *Educational Aids for High Schools*. This new catalog describes some 30 free publications dealing with opportunities for careers, conservation of resources, Americanism, etc., and a number of films for showing in schools.

Another recent publication is entitled *Our Public* (Continued on page 46A)

Teaching is easier with this versatile

Make your own flash cards, signs, posters with this new writing and drawing tool. Visual aids made with the MARSH 77 have eye-appeal, hold attention, make teaching a pleasure. Teachers using the MARSH 77 say, "Fits my hand like a fountain pen. Cap snaps on easily. Felt points firmly held in place. Smooth ink flow. Guaranteed not to leak."

THERE'S ART-MAGIC IN THE FELT POINT . . .

for sketching, layout, illustration. Get effects of pen, pencil, charcoal, brush, crayon. Ink is smear-proof, instant drying. Marks on any surface—wood, paper, metal, glass, cloth, plastic. No. 1 Personal Set \$3.25. At school supply, art and stationery stores.



Mail coupon below today for FREE QUICKIE COURSE in drawing and lettering.

MARSH CO., 97 Marsh Bldg., Belleville, Illinois
Send free Quickie Course in drawing and lettering and name of nearest dealer. (No obligation.)

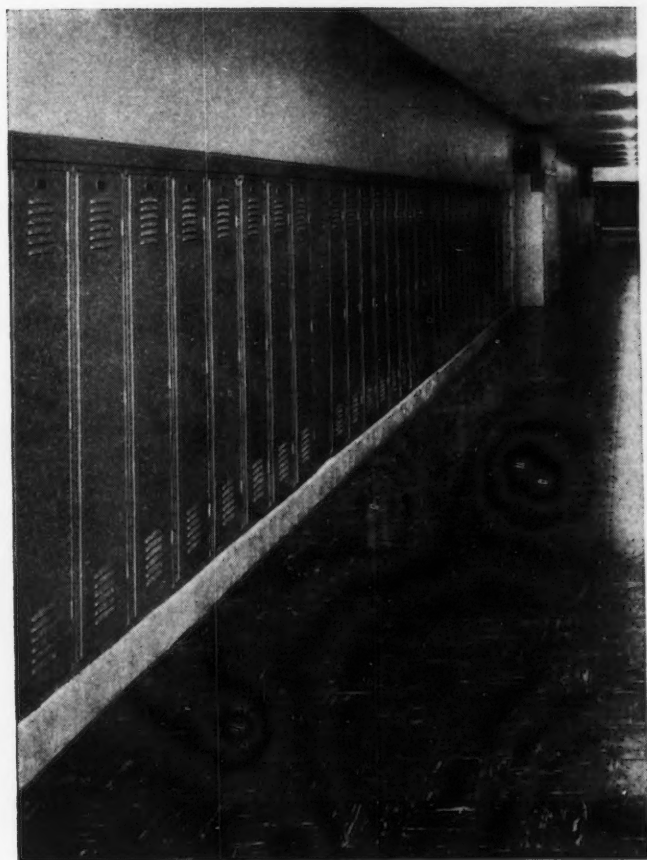
Name.....

Address.....

City and State.....

Fp-16

KEY-CONTROL *RECOGNIZED* *AS NEWEST ADVANCE IN* *STEEL SCHOOL LOCKERS!*



Exclusive BERGER Feature Assures Full-Time Locking, Eliminates Handle Noise

It's handle free . . . just turn the key. That's Key-Control.

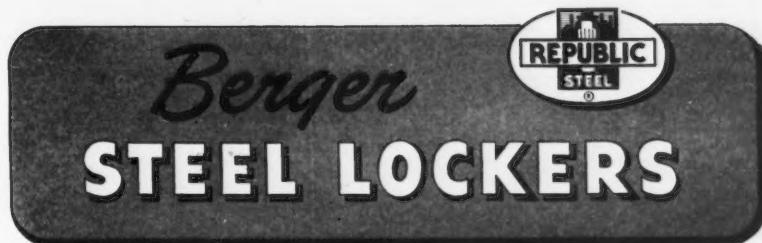
Here's what it does. Since the key is the handle—and is the only handle required—students actually carry their locker handles on their key rings. They simply *cannot* neglect to lock their possessions. A Key-Control door *pre-locks* when the key is removed. It locks *automatically* when closed. Master keys are provided for the school administrator.

With a Key-Control locker system, there's no handle noise in busy school corridors. No handle maintenance expense. Locker fronts are flush and smooth.

Investigate this newest advance before you specify any school locker system. Your Berger representative will gladly explain all of its many advantages in a simple fifteen-minute demonstration. Remember: only Berger—world's leader in lockers—offers Key-Control in addition to a complete line of standard steel lockers.

**BERGER MANUFACTURING DIVISION
REPUBLIC STEEL**

1020 BELDEN AVENUE • CANTON 9, OHIO
Export Dept.: Chrysler Bldg., New York 17, N. Y.





it's easy to
stencil
fabrics

with
PRANG
TEXTILE
COLORS

Create Your Own
Originals . . .

It is easy as cutting-out
paper dolls to make dis-
tinctive personal appa-
rel with Prang Textile Colors.

Make your own wardrobe
smartly "different" by the
addition of simple color
designs on your acces-
sories . . . scarf, blouse,
purse . . . belt, hankies, as
well as your dress itself.
Ideal too, for matching
decor effects with place-
mats, linens and draperies.

Your Prang Textile Color
Kit is complete — it has
everything needed: Textile
Colors and ready-cut sten-
cils; E-Z Cut Stencil Paper
to cut your own; stencil
brush, stencil knife, hun-
dreds of creative ideas and
a complete set of simple di-
rections. No. 1909 Kit, \$6.00
at dealers everywhere!



Newest Continental Fashion Craze!

Discover how easy it is to play fairy
godmother to your wardrobe with
just the wave of an ordinary
whisk broom. Unlimited
possibilities for creative de-
sign and imaginative color.
Free idea sheet tells you
how! Write Dept. A-75



a THE AMERICAN CRAYON COMPANY
SANDUSKY OHIO NEW YORK

New Books

(Continued from page 44A)

Schools and Their Financial Support. It deals largely with statistics regarding population trends and the needs for more classrooms and more teachers and more pay for teachers. A final note states that the N.A.M. has a mimeographed presentation of the needs of Catholic parochial schools which may be obtained on request.

For a copy of this catalog or any publication of the N.A.M. write to: Education Department, National Association of Manufacturers, 2 East 48th St., New York 17, N. Y.

Major Problems in the Education of Librarians

By Laurretta G. McCusker, Kathlyn Johnson Moses, and Frances M. Pollard. Cloth, 116 pp., \$2.50. Columbia University Press, New York 27, N. Y.

Dictionary of Linguistics

By Mario A. Pei and Frank Gaynor. Cloth, 238 pp., \$6. Philosophical Library, New York, N. Y.

Dictionary of European History

Compiled by William S. Roeder. Cloth, 316 pp., \$6. Philosophical Library, New York, N. Y.

That We May Have Hope

By Rev. Wm. A. Donaghy, S.J. Cloth, 205 pp., \$3.50. America Press, New York 17, N. Y.

These brief reflections for each of the Sundays of the liturgical year are based on the Epistles of the Mass. The author has a deep insight into the spirit and the errors of present-day life in America and his observations are shrewd and keen. His applications of the deep theological meaning of Epistles, while exceedingly short, open up riches of thought that make the book fascinating for the layman.

The Mystery of the Blue Admiral

By Dorothy Clewes. Illustrated by J. Marianna Moll. Cloth, 214 pp., \$2.50. Coward-McCann, Inc., New York, N. Y.

A good mystery story for upper elementary grades, concerning a worthless, bad painting called the Blue Admiral—the only thing stolen from a room full of valuables—and how the Hadley children discover clue upon clue to solve it. The mystery appears to be at a dead end when a result of their kindness to an old person in need results in a reopening of the "case" and their subsequent solving of the mystery. Between times many other little discoveries are made, about human nature as well as about modern detection of fraudulent painters.

Lights Along the Shore

By Fulton Oursler. Cloth, 348 pp., \$2.95. Hanover House, Garden City, N. Y.

While these 41 stories and articles, taken from magazines and newspapers, have a predominant journalistic flare, they are genuinely inspirational and idealistic and reflect a sympathetic understanding of human nature. Even a casual reading of this book will make it clear that the author's developing religious interests and ideals led him naturally, if late in life, to embrace the Catholic faith. The first story—about the little girl and the necklace—and the last article—"This I Believe"—will cause the reader to overlook the few lapses from literary worth in the in-between selections.

The Contemporary Mouse

By Patricia Barnard. Boards, 47 pp., \$2.50. Coward-McCann, Inc., New York, N. Y.

Subtitled "A Fable for Art Lovers," this interesting little book contains 20 photographs of animal sculpture from the Museum of Fine Arts, Boston, and pen-and-ink illustrations by Constance Jean Dowling. The story of one small mouse's humble but determined search of culture in the Boston's famous Museum of Fine Arts. The text combines accurate information, as to the main interest of various pieces of animal sculpture along with bits of their history or significance of their time, with a cheerful irreverence for the clichés of the art world. Mrs. Dowling's witty drawings point up the mouse's defeats and triumphs as he struggles to overcome the three strikes against him: his regrettable contemporariness, his excessive realism as far as his shape is concerned,

(Continued on page 48A)

CHOOSE

1551 *Student*



THE RIGHT POINT

1555 *Shorthand*



FOR THE WAY

2668 *General writing*



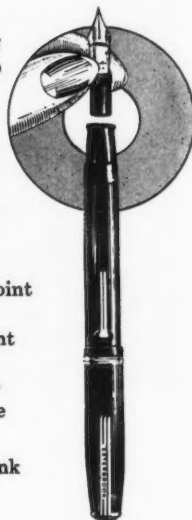
YOU WRITE

2550 *Bookkeeping*



BY NUMBER

TO SELECT OR REPLACE
...HERE'S ALL YOU DO



Of all pens, none
offers the student
so many
advantages as the
modestly priced
Esterbrook:

- More than 28 point styles
- 4 degrees of point flexibility
- Writes instantly without pressure
- Never skips
- Fills from any ink bottle
- Uses any ink

Esterbrook
FOUNTAIN PEN



R-W

manually operated *FoldeR-Way* Partitions

Relief for overcrowded classrooms

Overcrowding is a major problem in education today as more and more students must be packed into the nation's schools.

The only answer to the problem, for most schools, is to utilize to the fullest extent all the available space. That's where R-W FoldeR-Way Partitions—the multi-purpose folding walls—enter the picture. They're designed to provide greater flexibility and adaptability of classrooms. Closed,

they make two sound insulated rooms. Open, they permit full use of the one big room.

R-W Classroom Partitions operate easily by hand—even the youngsters can do it. Partitions are installed without floor guides and tracks, permitting complete use of floor space. R-W FoldeR-Way Classroom Partitions are ideal for medium sized openings where manual operation is preferred.

For complete information on how to cut costs and overcome crowding with R-W FoldeR-Way Partitions and Classroom Wardrobes telephone, write or wire our nearest office today. No obligation.

R-W also features
electrically operated
FoldeR-Way Partitions
and Classroom Wardrobes.



R-W Fully Automatic FoldeR-Way Partition



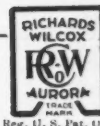
R-W No. 780 Classroom Wardrobe

Richards-Wilcox Mfg. Co.

"A HANGER FOR ANY DOOR THAT SLIDES"

535 W. THIRD STREET, AURORA, ILLINOIS

1880



1954

SLIDING DOOR HANGERS & TRACK • FIRE
DOORS & FIXTURES • GARAGE DOORS & EQUIP-
MENT • INDUSTRIAL CONVEYORS & CRANES
• SCHOOL WARDROBES & PARTITIONS •

New Books

(Continued from page 46A)

and his un-monumentality. As the text often "makes or breaks" the success of a book of this kind it is quite important; the text in this little book is very well integrated and will hold the interest of children (as well as adults) because of its balance between the small plot and the information it gives. Should be very good as extracurricular reading in connection with history and art in the grades.

Freighters and Tankers

By G. A. Growden. Drawings by L. B. Line. Cloth, 32 pp., \$2, illustrated in full color. G. P. Putnam's Sons, New York 16, N. Y.

This book illustrates and describes for small children—and for adults who have a love for the sea and for ships—the newest freighters and tankers of the U. S. Merchant Marine. A brief vocabulary explains common nautical terms.

Ships Come and Go

By Marie E. Smith. Cloth, 47 pp., \$1.25. Charles Scribner's Sons, New York, N. Y.

This second-grade supplementary reader acquaints children with the great variety of ships and boats which are to be seen in the rivers and coastal waters and which carry passengers and freight and doing the work of the world on water.

Little Wolf the Rain Dancer

By Terry Shannon, illustrated by Charles Payzant. Cloth, 48 pp., \$2.75. Albert Whitman & Company, Chicago, Ill.

A colorful, authentic book showing something of the life of the Zuni pueblo Indians in northwestern New Mexico, through the character of Little Wolf. Should appeal to boys and girls in primary and middle grades.

Priests Are Like People

A book of cartoons by Joe Lane, previously published in *Extension* magazine, compiled by Eileen O'Hayer. Glossy paper, 72 pp., \$1. *Extension* Magazine, Chicago 5, Ill.

XIV Congresso Eucaristico Nazionale

A report, in Italian, of the National Eucharistic Congress held in Turin last September. Many fine photographs are appended.

Your Stake in Social Security

By Arthur J. Altmeyer. Public Affairs Pamphlet No. 206. Paper, 28 pp., 25 cents. Public Affairs Committee, 22 East 38th St., New York 16, N. Y.

Savage Papua

A Missionary Among Cannibals. By Andre Dupeyron. Cloth, 256 pp., \$3.75. E. P. Dutton Co., New York, N. Y.

This book is a frank account of a missionary's twenty years of life and labor among the most primitive of people in Southeastern Guinea. Only the physically and emotionally strongest of young men, supported by the deepest religious motives, could carry on the work and overcome the hazards of jungle life which the author and his fellow missionaries experienced. If the customs of the Christianized natives were barbaric, what can be said of the horrors of the man-eating savages whom Father Dupeyron visited in trying to extend his missionary field to vast mountain areas never before visited by white men. The book is distinctly adult reading.

Pascal and the Mystical Tradition

Cloth, 156 pp., \$4.75. Philosophical Library, New York, N. Y.

This Protestant study of Pascal, his life, his mystical experience, and his writings, concludes that Pascal was a true mystic in the original Christian tradition.

Officer O'Malley on the Job

By Catherine Corley Anderson, illustrated by Chauncey Maltman. Cloth, 64 pp., \$1.75. Albert Whitman & Company, Chicago, Ill.

How Danny Tompkins, a born leader at the age of nine, helped prevent Officer O'Malley (of the school-crossing corner) from retiring to a desk job he didn't want. For the middle grades.

The Devil Diver

By Frank Crisp, illustrated by R. M. Powers. Cloth, 224 pp., \$2.75. Coward-McCann, Inc., New York, N. Y.

An absorbing adventure story centering around "marine salvage"—recovery of sunken craft and materials. Nick Masters is the youngest of the crew of the motor schooner hired to locate a ship sunk in Chapalulu Bay. Legend, suspense, the mysteries of under-sea life, all combined make a compelling story with vivid imagery. For upper grades and high school.

Mounted Police Patrol

By Roderick L. Haig-Brown. Cloth, 248 pp., \$2.75. Wm. Morrow & Co., Inc., New York 16, N. Y.

The story of Dave Sloane, born and raised for 15 years in the slums of Toronto, who finds another sort of life when he goes to live with his aunt and her husband, a Mountie. How his character shows the conflicting influences goading him into several mistakes, and final change of heart is realistic enough. The author knows well the subject of the Royal Canadian Mounted Police, as this description shows. Boys from 12 to 16 will find this story interesting and convincing.

The Little Red Fire Engine

By Graham Greene and Dorothy Craigie. Cloth, 46 pp., \$2. Lothrop, Lee & Shepard Co., Inc., New York 16, N. Y.


It is hard to believe that the great novelist, Graham Greene, prepared this book for small children. Perhaps it might be of some interest to American youngsters if it were not so much horse-drawn, old-fashioned fire engine, but an American pumper which is the subject of the work.

Sing, Morning Star

By Elizabeth Bleeker Meigs. Cloth, 117 pp., \$2.50. E. P. Dutton & Co., Inc., New York, N. Y.

The story of Baldwin IV, young King of Jerusalem at the time of the second Crusade, who became a leper. Here is a beautifully told story of friendship, devotion, respect for human dignity, set in a dramatic framework of honor and dishonor among Crusaders and Saracens. A truly interesting narrative and inspiring story, it will appeal especially to the early teen-agers, 13-16.

(Concluded on page 50A)

More and more artists are
turning to  **CRAYOLA**
to create unusual effects

I use my CRAYOLA® CRAYON over a well prepared Gesso panel. I apply many layers of crayon until I develop a textured surface. Over this entire surface I add a layer of black crayon. For a non-glossed effect I apply a black carbon or a black powdered pigment which I burnish into the crayon. I then scratch out the desired effects with a sharp instrument and if I feel more texture is desired I add more layers of CRAYOLA Crayon. Following this procedure I use pieces of soft gauze to rub out the highlights and thus establish a brilliant sequence of colors. If a high gloss effect is wanted the varnish spray can be applied. Working this way one can get beautiful luminous effects into crayon drawings and paintings.

(Signed) Samuel Bookatz



Samuel Bookatz is represented in the Corcoran, Phillips and Barnet Aden Galleries and Smithsonian Institute of Washington, D. C., also in the Cleveland and Milwaukee Museums of Art as well as in many private collections.

BINNEY & SMITH INC. 380 Madison Ave., New York 17, N. Y.

Gym classes
for **BOYS?**



Gym classes
for **GIRLS?**



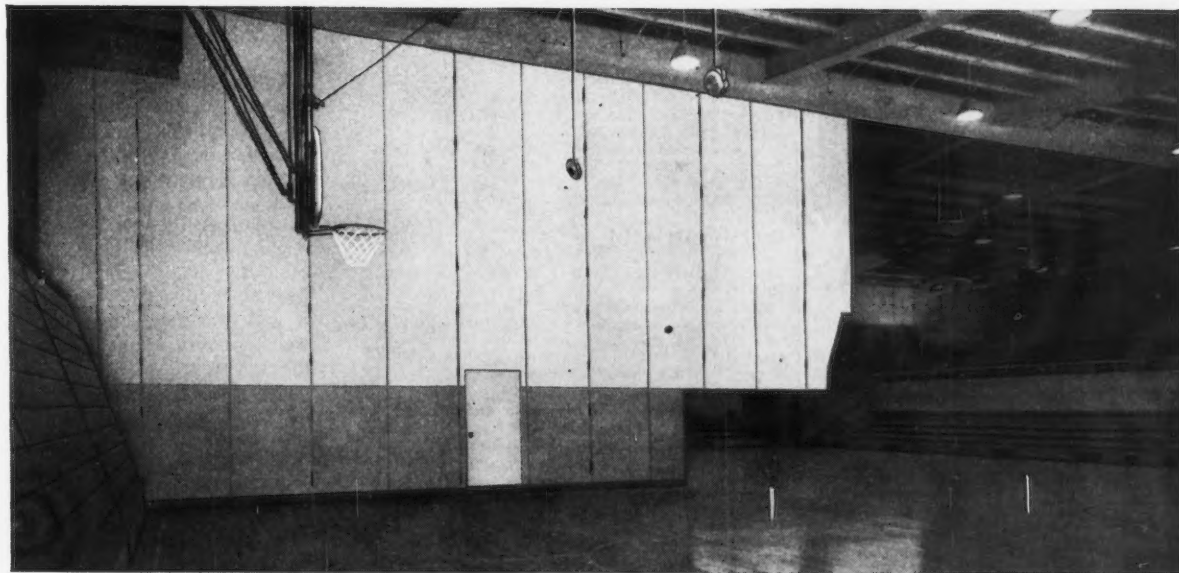
When?

How?



Where?

SOLVE your schedule **BLUES!**



Use **HORN** equipment!

The Ellinwood, Kansas, High School gets maximum gym use with Horn equipment! An electrically operated partition is easily extended to provide two practice gyms—here boys use one, girls another. For full floor space, Horn Folding Gym Seats fold to a *smooth, safe* sloping surface. Horn Folding Seats in balcony fold

back providing more clear space for teaching purposes.

And Horn equipment provides adequate space for exhibition games. Partitions fold back, seats extend easily. Automatic locking and direct floor support for each seat and foot board assures safety. All Horn equipment gives you years of trouble-free service.

Your local Horn representative helps you plan for efficient gym use. Horn factory crews supervise installation. Write today for details on Horn folding gym seats and folding partitions... and the new Horn folding stages!



SCHOOL EQUIPMENT

DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY
623 SO. WABASH AVE. • CHICAGO 5, ILLINOIS

McCOURT



Mary Sue



Mary Anne



Before placing your order, send for our samples! There is no obligation to buy, of course.

McCOURT'S
All American
SUPPLIERS INC.

Sue & Bob McCourt
101 W. 31st St.
N. Y. C. 1

New Books

(Concluded from page 48A)

Picture Progress, The Story of Flight

Vol. 2, No. 1, September, 1954. Monthly magazine published September through May by Gilberton Company, Inc., 101 Fifth Ave., New York 3, N. Y. Subscription rates \$1 per year for 1 copy, and discounts for quantities. The complete issue is devoted to the story of flight beginning with Daedalus and Da Vinci and ending with the probability of atom-powered rocket planes.

The Prince and the Pauper

By Mark Twain. Adapted by Marjorie Holmes. Cloth, 136 pp., \$1.72. Globe Book Co., New York 10, N. Y.

The editor, a skilled teacher who has taught this book to her classes, has simplified the archaic expressions and changed a few of the difficult sentence constructions. In no way has the book been harmed.

Mister Boss

By Jerrold Beim. Boards, 46 pp., \$2. William Morrow Co., Inc., New York 16, N. Y.

One's first impression of this book is the striking way in which color is used in the illustrations—vivid splashes of green and purple over likable sketches by Tracy Sugarman. The story content is simple, and occurs, no doubt, to every young man who feels in his childhood that he is being put upon. "All grownups do is boss-boss-boss! You wouldn't like it if I bossed you all day long!" But comes Sunday and Bruce's chance to boss for a day rains havoc upon the household. A warm, humorous story except for lack of religious activities on Sunday—a lack that children will be bound to notice, in their observant little way.

Catholic Bible Play Book

By Joseph A. Duffy, Marguerite R. Duffy, and Frances W. Keene. 128 pp., 8¼ by 11¼, \$1. The Seahorse Press, Pelham, N. Y.

A book of cutouts, puzzles, rebuses, etc., based on Scripture, according to the Catholic texts. It is intended for children 7 to 13 years of age, and certainly is not too simple for even junior high school.

Our Palace Wonderful

By Rev. Frederick A. Houck. Cloth, 154 pp., \$2. Society of Saint Paul, St. Paul Monastery, Canfield, Ohio.

Subtitled "What Nature Says of Its Creator," this work proves that it was God who created the wonderful world in which we live—a world created for man, who will return to his Creator to be judged according to the use he has made of his inheritance.

Our Little Messenger — A Diagnostic and Remediation Instrument

By James A. Fitzgerald. Pamphlet issued by Geo. A. Pflaum, Publisher, Inc., Dayton 2, Ohio.

A statement about the special instructional value of the separate editions of *Our Little Messenger* for grades 1, 2, and 3, by Dr. Fitzgerald of Fordham University. It is concerned especially with remedial reading.

Educators Guide to Free Films

Compiled and edited by Mary Foley Harkheimer and John W. Diffor. Fourteenth edition, 1954. Paper, 566 pp., \$6. Educators Progress Service, Randolph, Wis.

Contains 2982 titles, classified by subjects. A valuable guide to teachers and administrators.

Pope Pius XII on the World Community

Edited by Charles Keenan, S.J. Paper, 32 pp., 25 cents. The America Press, 70 East 45th St., New York 17, N. Y.

The booklet consists of the Discourses of Pope Pius XII to the fifth annual congress of the Union of Italian Catholic Jurists, Rome, December 6, 1953; and commentaries by Edward A. Conway, S.J., and Gustave Weigel, S.J.; and a reading list. Father Conway comments on the Organization of the World Community and Father Weigel discusses the Religious Toleration phase.

The New Plan of Studies for the Bachelor of Arts Degree

Effective September, 1954, the University of Notre Dame will put this new plan of studies into effect—a four-year program in the College of Arts and Letters.

FREE

MONTHLY PUBLICATION
ON
STAGE PRODUCTION,
COSTUMING, ETC. . .

Van Horn and Son, Theatrical and Historical costumers are offering free subscriptions to their new publication, Van Horn's Call Board. If you are responsible for direction, production, costuming of plays, pageants, musical comedies or operas, you will find this publication a valuable aid.



You'll want a complete file of The Call Board. Mail Coupon below today.

For over 100 years Van Horn and Son have been serving the American Theatre. Their inventory of costumes numbers over 60,000 and their Research and Art Staff is one of the finest in the country. From this rich background, plus their day-to-day contact in costuming productions all over the country comes the material that will fill the Call Board. We are sure that it will give you enjoyment as well as useful information. Use the coupon below now to insure receiving your copies, without cost or obligation.



Van Horn & Son
THEATRICAL COSTUMERS

811-13-15 Chestnut Street
Philadelphia 7, Pa.

Rollin W. Van Horn, President

Serving the American Theatre Since 1852

VAN HORN & SON

811 Chestnut Street, Philadelphia, Pa.

Please place my name on your mailing list to receive The Call Board, without obligation.

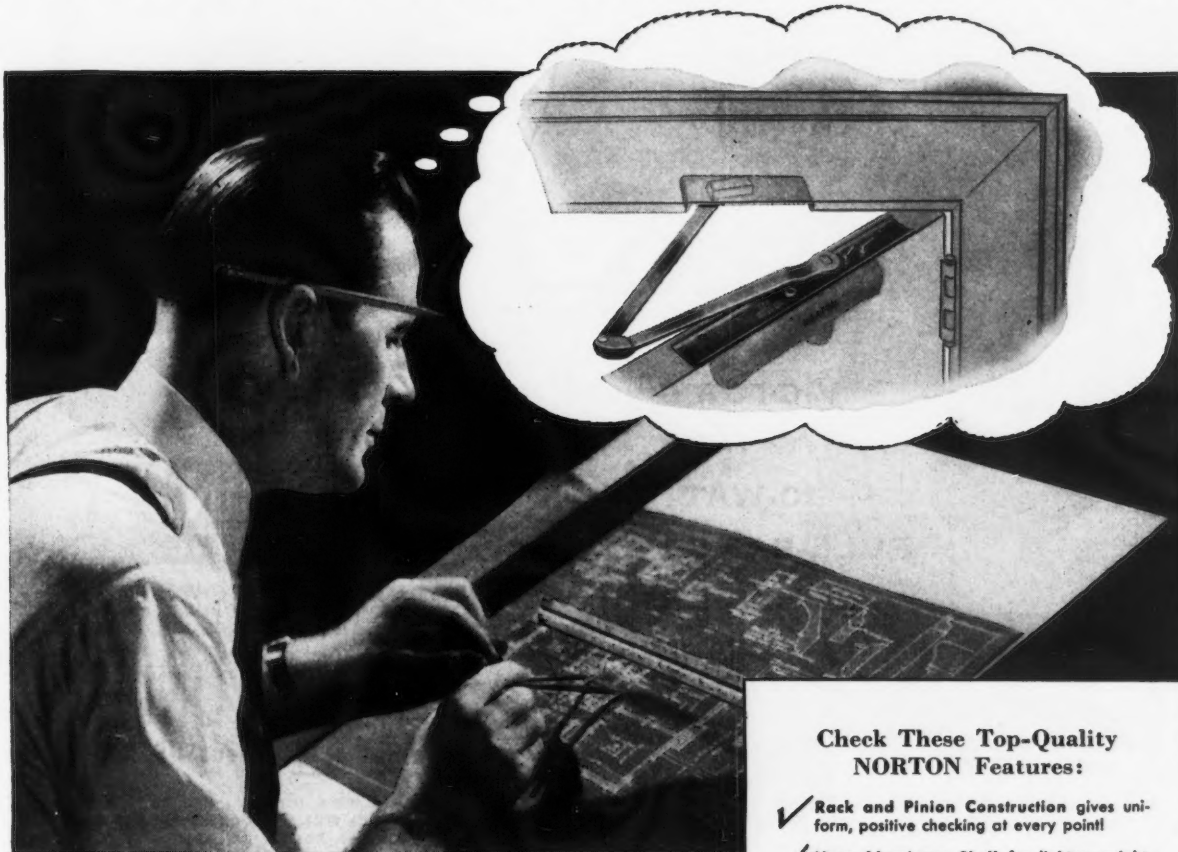
Name

Organization

Street

City State

The advantages of a Liquid Door Closer *plus*
that "Streamlined Beauty" your modern building needs...
NORTON "INADOR" GIVES YOU BOTH!



No matter *what* type of building is involved, look into Norton's "Inador" for interior applications! This Closer gives you the reliability, durability, low maintenance, and precision workmanship you've come to *expect* from Norton Liquid closers. But the "Inador" gives you beauty, too...isn't unsightly or bulky...is streamlined through its "Inador" construction to fit the needs of modern design! Yes, Norton "Inadors" can *take it* under severest use, and at the same time enhance the *appearance* of your building. Available in "Regular Arm" and "Holder Arm" models, which are distinguished by engineering "know-how" and finest materials!

Specify Norton—the name that's become the industry's *standard*—with confidence you've chosen something "special." Write for full information on the "Inador"—and *other* Norton closers—to:

**Check These Top-Quality
NORTON Features:**

- ✓ **Rack and Pinion Construction** gives uniform, positive checking at every point!
- ✓ **New Aluminum Shell** for lighter weight, robust wear. Proved by use on our surface closer for over 7 years!
- ✓ **Special spring**—of the highest quality steel!
- ✓ **Non-gumming, non-freezing hydraulic fluid** permanently lubricates every inside moving part!
- ✓ **Double adjusting levers**, at top of plate, easily moved by the fingers. One adjusting lever controls speed of closing action. The other governs latching action when door is semi-closed!
- ✓ **Famous Guarantee!** Norton Door Closers are guaranteed for 2 years providing proper recommended sizes are used!

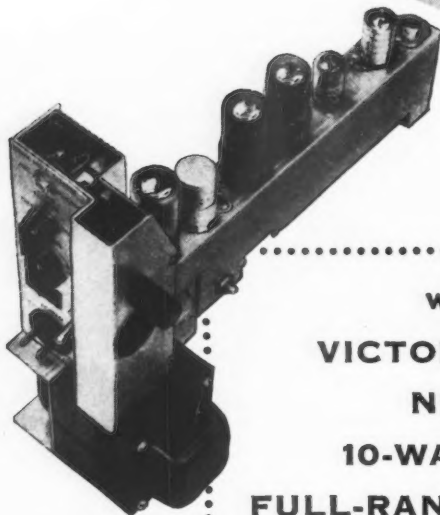
NORTON

NORTON DOOR CLOSER COMPANY • Dept. CSJ-114

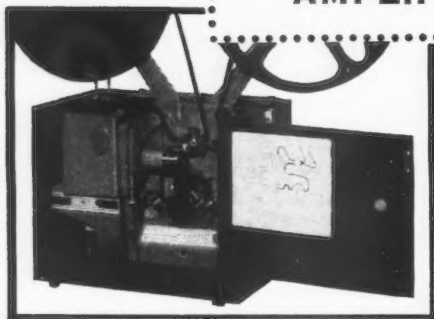
Division of The Yale & Towne Manufacturing Company
Berrien Springs, Michigan

"Over 70 Years of Leadership in the Door Closer Industry"

SOUND VOLUME UP
.....
DISTORTION DOWN

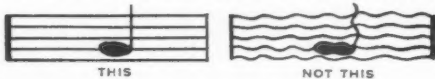


with
**VICTOR'S
NEW
10-WATT
FULL-RANGE
AMPLIFIER**



Victor's Assembly 10 16mm Sound Projector has this new, full 10-watt amplifier with less than 2½% harmonic distortion. Frequency response is within ±2 db throughout full sound track range. Another "sound" reason to buy the new Victor.

VICTOR SOUND HOLDS ITS SHAPE



Write for free folder today.



VICTOR
Animatograph Corporation

Dept. B-11, DAVENPORT, IOWA
New York Chicago

QUALITY MOTION PICTURE EQUIPMENT SINCE 1910

on
American Desk
MANUFACTURING COMPANY

ONE-12



*of course
it's
FIBERESIN*

Leading MANUFACTURERS
CHOOSE the BEST because
they KNOW the BEST . . .
FIBERESIN Desk Tops.

Send for details.



Only the **IRWIN UNI-DESK**
Provides **ALL** these SUPERIORITIES!

ONE PIECE DESK TOP . . . ONE PIECE FORMED STEEL
BOOK BOX . . . OUTSIDE ROLL ON BOOK BOX EDGES . . . CONVEX
EMBOSSING ON BOOK BOX BOTTOM . . . G-E TEXTOLITE DESK TOP
. . . BOOK BOX AND CHAIR ADJUSTABLE FOR HEIGHT . . . LONGI-
TUDINAL FRAME ADJUSTMENT . . . CRADLE-FORM SEAT . . . 90°
SWIVEL SEAT . . . AUTOMATIC SELF-LEVELING DEVICE . . . HARDENED
AND POLISHED RUBBER CUSHION GLIDES.

Write

today for the complete
facts. Get the IRWIN
Catalog before buying
any school or auditorium
furniture.



IRWIN SEATING Company
GRAND RAPIDS, MICH.

New Supplies and Equipment

SUGGESTED REQUIREMENTS: AUDIO VISUAL EQUIPMENT

The National Audio-Visual Association, Inc., 2540 Eastwood Ave., Evanston, Ill., suggests the following requirements for purchasing audio-visual equipment, which should be of special interest to individuals responsible for their school A-V department purchasing. The requirements are:

1. The vendor must deliver the equipment, unpacked, set up, and ready to operate, and must check to make sure that all accessories, spare reels, line cords, etc., are present and operable.

2. He must check the equipment at time of delivery to determine that it operates properly in the location where it is to be used.

3. The vendor must be prepared to furnish authorized factory repair service for the equipment, within the city or state.

4. He must maintain in stock such consumable items (lamps, tubes, belts, etc.) as are necessary to provide for the normal operation of the equipment.

5. The vendor must maintain or have immediately available within the city or state a reasonable stock of spare mechanical parts for the equipment.

6. The vendor must be prepared to furnish (or loan) equipment upon reasonable notice for use while this equipment is undergoing repairs.

The requirements are general and should, of course, be changed as necessary to fit the individual's situation.

PROJECTOR STAND



A mobile projector stand for use in the kindergarten and primary grades has been announced by the Jack C. Coffey Co., Wilmette, Ill. The new low-level stand permits the projector to rest at near eye level so that small children can see brighter, sharper pictures on the screen even under adverse conditions.

The 25 3/4-inch height permits the teacher to operate equipment while seated. The lower shelf is designed to accommodate two-, four-, and six-drawer organized filing systems with a capacity of up to 270 filmstrips.

The mobile stand is all steel, finished in silver-gray hammerloid. The stand holds a maximum of 150 pounds of equipment at one time; it will support classroom types of 16mm. motion picture projectors, filmstrip projectors, record players, tape recorders, and other audio-visual equipment.

For further information write: Jack C. Coffey Co., Section C.S.J., 1147 Wilmette Ave., Wilmette, Ill.

(For Convenience Circle Index Code 0109)

(Continued on page 54A)

HAVE YOU DONE YOUR SHARE FOR MARY'S YEAR?

... distribute these famed COMPANION PICTURES

"I will bless every place
where a picture of My
Heart shall be honored."

... 9th Promise of the Sacred Heart

"God desires that devotion
to my Immaculate Heart be
established in the world."

... Mary at Fatima

PRICED
AT COST

25¢ ea.

(In lots of 36 only,
plus postage)



HOW IS THIS PRICE POSSIBLE?

Mr. Arthur Nudell, generous non-Catholic business man in Chicago, has made this price possible, because they are sold at cost of manufacture with no profit whatsoever added. This is about 1/10th of what you would pay in a store!

The new painting of the Immaculate Heart of Mary was done as a companion picture of the famous Ibarraran Sacred Heart masterpiece. It is done in six colors with a sparkling plastic frame with glass cover. Large size, 6" x 8", at a price that even your youngest pupil can afford as an ideal Christmas gift. Twelve promises and Act of Family Consecration on the back of the Sacred Heart frame. This is a project sponsored by Rev. Eugene P. Murphy, S.J., Director of the Sacred Heart TV & Radio Programs.

Use This Convenient ORDER BLANK:

NU-DELL PLASTICS CORP.

2250 North Pulaski Rd., Chicago 30, Illinois

Dear Sir: Please send: ☐ Box A — 18 Sacred Heart and 18 Immaculate Heart Pictures
☐ Box B — 36 Sacred Heart Pictures
☐ Box C — 36 Immaculate Heart Pictures

Enclosed find check or money order for \$9.00 (36 pictures at 25¢ ea.) I shall pay postage (or total cost if ordered C.O.D.) upon arrival.

Name..... (Please print)

School or Organization.....

Address.....

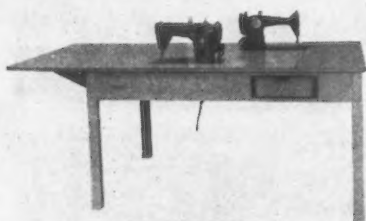
City..... Zone..... State.....

☐ Check, Money Order

☐ C.O.D.

New Supplies

(Continued from page 53A)



Versatile Unit

SINGER TABLE

A new combination sewing and cutting table has been introduced by Singer Sewing Machine Co., New York. The table provides space for two sewing machine heads, plus space for two nonsewing students. With the sewing machines lowered into the table, two plywood shields cover the heads allowing the full top to be used in cutting, or regular classroom work. A useful 18- by 42-inch drop leaf can be added to increase the working surface of the table. Also featured are two drawers, plus a wide opening on each side, to accommodate two large tote trays.

Table tops are available in blonde or darker birch-finish formica, or in any color laminated plastic top.

For further information write: *Singer Sewing Machine Co., Section C.S.J., 95 Liberty St., New York 6, N. Y.*

(For Convenience Circle Index Code 0110)

ANALYSLIPS SYSTEM

Ditto, Incorporated, Chicago, has developed a patented method of breaking down any list of items by item—each item on a separate sheet of paper—without rewriting. The process entails running a set of overlapped strips called "Analyslips" through a Ditto duplicating machine to pick up one item on each Analyslip. As many as thirty such slips can be run through the machine at one time. The slips are then torn apart and used as desired.

Some ways in which Ditto Analyslips have been used are: Inventory Control, Sales Analyses, Stock Taking, Hospital Charges, Catalog Preparation, and more.

Ditto Precision Spaced Analyslips can be made in practically any size, either paper or card stock, in any number of units to a set, printed on one or both sides.

For further information write: *Ditto, Incorporated, Section C.S.J., 2201 W. Harrison, Chicago 12, Ill.*

(For Convenience Circle Index Code 0111)

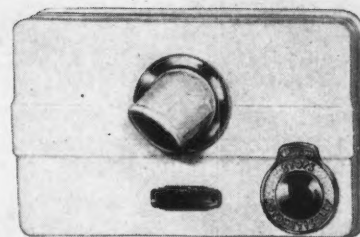
CAFETERIA AID

Duplex Straw Dispenser Co., Los Angeles, are manufacturers of "two-way" straw dispensers which release unwrapped milk, standard, and jumbo straws, one at a time, from both sides of the dispenser. The Duplex "two-way" holds a full carton of unwrapped straws, and its easy dispensing principle is a help to children of all ages.

The entire unit is made of stainless steel and carries a lifetime guarantee.

For further information write: *Duplex Straw Dispenser Co., Section C.S.J., 511 N. La Cienega Blvd., Los Angeles 48, Calif.*

(For Convenience Circle Index Code 0112)



New Sani-Dri

ELECTRIC HAND DRYER

The Chicago Hardware Foundry Co., North Chicago, Ill., has announced the production of an improved semirecessed electric hand dryer. The Sani-Dri electric hand dryer now dries faster with an improved heating element and nozzle, which concentrates the air stream from a larger blower and motor. A new circuit breaker prevents harm when someone places their hand on the air intake or nozzle; the circuit breaker shuts off the heating element, but automatically makes contact again when the hand is removed. Instant starting on the dryer is provided in an easy-to-operate starting button. A new simplified timing device shuts off the machine automatically.

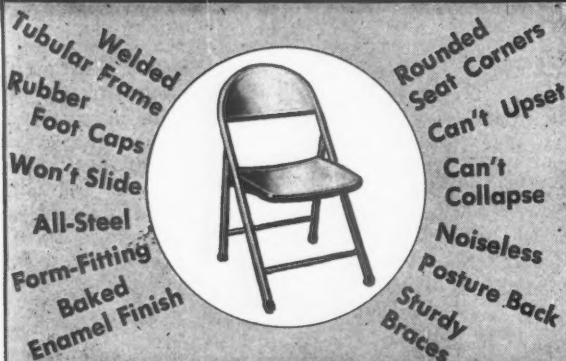
The semirecessed Sani-Dri is built to give years of service, it is claimed, with cast-iron frame and case finished in porcelain enamel.

For further information write: *The Chicago Hardware Foundry Co., Section C.S.J., North Chicago, Ill.*

(For Convenience Circle Index Code 0113)

(Continued on page 56A)

Check these "SAFE-TEE" features



Ionica "SAFE-TEE" FOLDING CHAIRS



This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

FOR LOW-COST FIELD SEATING



AMERICAN-UNIVERSAL "PORTABLE" BLEACHER

A COMPLETE "PACKAGE-UNIT"

Nothing else to buy. Ruggedly built of prefabricated, welded-steel panels—safety engineered—weather proofed for minimum maintenance. You need no expensive foundations, can easily install this American-Universal skid-mounted Bleacher with unskilled help. One complete package-unit—at lowest possible cost.



Basic 5-row unit seats 50. Unlimited combinations for up to 10 and 15-row installations.

Write for new catalog

UNIVERSAL MANUFACTURING CORP.
ZELIENOPLE 9, PENNSYLVANIA

854*

A New HIGH*

IN GYMNASIUM FINISHES

Get "TWICE the WEAR"

WITH



A revolutionary new "test tube" finish born in the Hillyard Research Laboratories has a tested abrasion index of 854 as compared to that of 355 held by the toughest finish known to date. (Resistance to abrasion scored in Testing Laboratories for the Maple Flooring Manufacturers Association.) Positive proof that TROPHY will give more than twice as many years' service as the best finish on the market.

Trophy takes the heavy constant wear of sports traffic for years longer . . . in scores of gymnasiums, field houses, on tournament floors. Its smooth glossy film resists the constant wearing action of players' feet . . . the grinding-in of daily dirt, staining from perspiration, grease and water. It cleans like a china dish, relieving you of costly labor time in maintenance. The beauty of its light, slip-resistant surface attests to its name, "The Tiffany of All Finishes."

Meets Every Demand of Gruelling Basketball Play and varied Sports Traffic.

Your Hillyard Maintaineer is nearby to help with any special floor problem. He's "on Your Staff—Not Your Payroll."

HILLYARD CHEMICAL CO.
St. Joseph, Mo.

Passaic, N. J. • San Jose, Calif.

Branches in Principal Cities



GET THE FACTS TODAY!

■ Hillyard Chemical Co.,
St. Joseph, Missouri
■ Please send my free copy of Hillyard's new Specification Sheet on TROPHY GYM FINISH to

■ Name _____ Title _____
■ Institution _____
■ Address _____
■ City _____ State _____



HATS

FOR YOUR
**Christmas
Choir**

**Tassel
Hat**



**59c
& 69c**

Pom Hat

4c FOR EACH LETTER



**Order
Now!**



**\$1.25
Felt Eton Hat**



**Notre
Dame Hat**

**99c &
\$1.65**



**\$1.65
Wool Beret**

**Rayon Silk
Beret 45c
& 59c**

**McCourt's
All American
SUPPLIERS INC.**

**Sue & Bob McCourt
101 W. 31st St.
N. Y. C. 1**

New Supplies

(Continued from page 54A)

WEBSTER SOUND SYSTEM

The Webster Electric Company, Racine, Wis., announces a new series of sound distribution systems known as the SS-500 Series School Console. The units, available in 32 models, provide for the distribution of live or recorded programs and information to any selected room or rooms up to 100. The Console includes an AM-FM radio tuner, three-speed record player capable of handling 16-inch transcriptions, and a two-way intercommunication channel which includes a provision for protecting individual rooms from unauthorized monitoring.

Units up to 60-station capacity are provided with two 25-watt amplifiers and space for additional amplifiers should more room switches be added at a later date or if more power is needed. Units of 80 and 100 stations have two 50-watt amplifiers with space for additional units. A program signal generator may be added if desired. Consoles are also available with annunciators to register incoming calls.

The all-metal cabinet is finished in gray baked enamel, and is approximately 56 inches long, 18 inches high, and 17 inches deep. Matching desks are available.

For further information write: *Sound Sales Division, Webster Electric Company, Section C.S.J., 1900 Clark St., Racine, Wis.*

(For Convenience Circle Index Code 0114)



Brunswick Unit

SEATING UNIT

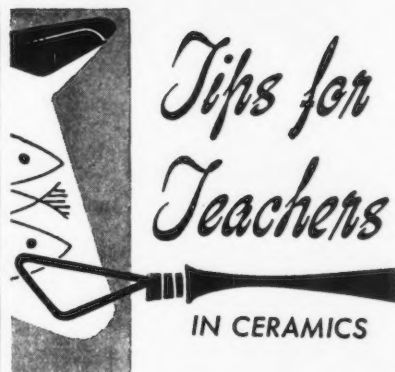
More leg room in a natural, relaxed position is provided in the Book Box Combination, a new desk and chair unit in the seating line of Brunswick-Balke-Collender Co., Chicago. Brunswick's new unistructure frame eliminates crossbars. It features an attachment of chair to desk so that the front legs of the chair are not needed. Spacious knee room is provided by the upward slant of the bottom of the book box.

The unit retains characteristic light weight and flexibility together with body-contoured chair. The Book Box Combination is available in five heights from 21 to 29 inches. All desk tops are of 20 by 24-inch size, and are available in either natural maple or maple-grained plastic material.

For further information write: *Brunswick-Balke-Collender Co., Section C.S.J., 623 S. Wabash Ave., Chicago, Ill.*

(For Convenience Circle Index Code 0115)

(Continued on page 58A)



IN CERAMICS

EXPLAINING CERAMIC COLOR TO YOUR STUDENTS

Students never cease to wonder why and how glazes that look like dull, drab dust in the bottle become so radiantly colorful and beautiful after firing.

You might explain it this way. Ordinary beet juice would stain clay a rich red — but — beet juice is *organic* and the heat of the kiln would burn it up — it would disappear completely. Ceramic colors are made from *inorganic* substances — rocks and certain chemicals. They won't burn. They're dull in color.

Copper, manganese, iron — even pure gold — are used to produce brilliant ceramic colors — far removed from the natural color of the minerals used. For instance — a rosy pink or deep maroon results from a combination of two gray substances — chrome and tin — which react under heat to produce the desired color.

Developing ceramic colors is a highly technical process, requiring the skill of graduate engineers in inorganic chemistry . . . men who have at their disposal equipment that permits them to study the reactions of a limitless number of combinations or inorganic substances.

It is because the Pottery Arts Division Ceramic Colors are developed in Pemco's Color Laboratory that we can supply schools with such a fine selection of high quality glazes and underglaze colors.

POTTERY ARTS DIVISION

PEMCO CORPORATION

Baltimore 24, Maryland

One of the world's largest suppliers
to the ceramic industry

Write for descriptive literature on Pemco
Ceramic Art Materials or ask your
authorized distributor about them.

ST. JOHN'S HOSPITAL

SPRINGFIELD, MISSOURI



Cafeteria Service



Architects and Engineers
Maguolo and Quick, St. Louis

FUTURE EXPANSION MADE EASY BY DECENTRALIZED FOOD SERVICE



Salad Preparation Room



Main Kitchen

Decentralized food service facilities were planned, engineered and installed by Southern Equipment Company in the new St. John's Hospital in Springfield, Missouri so that future expansion of the hospital will require only additional food carts and floor kitchens to serve patients — the present facilities for staff personnel and visitors are adequate to handle the expansion. This installation was an award winner in the 1954 Institution's Food Service Contest.

Such careful analysis, planning and engineering together with expert fabrication and precision installation has made Southern Equipment Company the leader in the food service industry. Today hundreds of hospitals, schools, churches, hotels, restaurants and cafeterias all over the country are enjoying the economy and efficiency of "Custom-Bilt by Southern" installations.

Get expert help with your next kitchen equipment problem or layout — call your "Custom-Bilt by Southern" dealer, or write Southern Equipment Company, 5017 So. 38th Street, St. Louis 16, Missouri.

S

SOUTHERN

EQUIPMENT COMPANY

Omega*

Chalkboard Chalk in COLOR

Made Only by
WEBER COSTELLO CO.
1213 McKinley
CHICAGO HEIGHTS, ILL.

Now — you can write on the chalkboard with color! Omega erases easily and completely.

Teachers — Write for 2-stick sample.



Announcing the NEW 1955

CHRISTIAN LIFE CALENDAR

By Rev. Gabriel W. Hafford and
Rev. George A. Kolanda

✓ New, more convenient format to make it suitable as either a desk or wall calendar

✓ Pointed and often humorous meditations on the virtues for each ferial day

✓ Provides directions from the Ordo and instructions for the use of the Missal and for the Little Hours of the Divine Office

✓ Offers brief explanations for principal feasts to help user understand the Liturgy of the day.

Single copies, \$1.00;
five or more, 80¢ each.

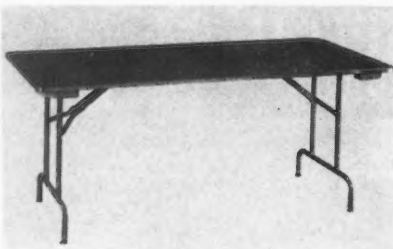
THE BRUCE PUBLISHING COMPANY
611A Bruce Bldg. Milwaukee 1, Wis.

New Supplies

(Continued from page 56A)

FOLDING TABLE

The new Griggs Equipment Company No. 1000 Folding Table is designed to provide a sturdy, lightweight, strong folding table for varied use in schools. With the new table it is a quick and simple matter to convert gymnasium, hall or other vacant space into classroom, study, or lunchroom uses. Strong,



Griggs Table

tubular-steel legs are locked firmly into place when erect, and can be instantly released and locked into a folded position.

The new Griggs table is offered in two top sizes, 30 by 96 inches and 30 by 72 inches, with a choice of plywood, plastic, or Masonite tops. Hardwood plywood stacking blocks protect all corners and hold tables apart when stacked.

For further information write: Griggs Equipment Company, Section C.S.J., Box 630, Belton, Tex.

(For Convenience Circle Index Code 0116)

SURVEY MARKERS

The Copperweld Steel Company, Pittsburgh, Pa., is introducing new Survey Markers, which will locate survey points permanently. Each marker consists of a strong steel core to which a thick copper covering is molten-welded. This provides strength for easy driving without splintering, bending, or breaking, while assuring long life.

The markers are of two types: a tinned-end marker with high visibility from the 1½-inch brightly-tinned end, ideal for uneven or heavy-foliaged ground; and a compression-fit 1½-inch diameter-bronze head, which can be driven flush with pavements, roadbeds, bridge buttresses or other surfaces. Standard lengths are three feet.

For further information write: Copperweld Steel Company, Section C.S.J., Wire and Cable Division, Glassport, Pa.

(For Convenience Circle Index Code 0117)

CATALOGS & BOOKLETS

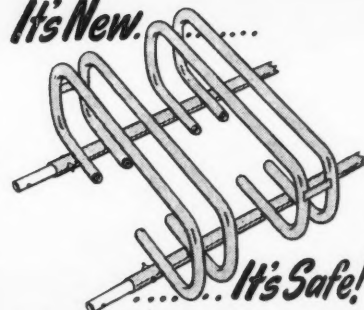
A new 1955 school activities wall calendar is available, free, from E. R. Moore Company, Chicago. Ample writing spaces are provided for reminders, meeting dates, and other memoranda. For a copy write: E. R. Moore Company, Section C.S.J., 932 W. Dakin St., Chicago 13, Ill.

(For Convenience Circle Index Code 0118)

Cebco Masterguides, a new teaching aid manufactured by the Cebco Company, division of College Entrance Book Co., New York, are thoroughly explained and illustrated in a folder now available. The Masterguides are ready-to-use teaching aids in the form of mimeograph stencils and liquid process mas-

(Concluded on page 60A)

It's New.



Z & H BICYCLE RACK FINEST IMPROVEMENT IN BICYCLE RACKS IN 50 YEARS

**Permanent Arc Welded
All Steel Construction**

● The Z & H Rack is practically indestructible. Made from tubular steel, each five foot rack holds SIX bikes. Sections may be fastened to ground or concrete. New sections may be added. Holds bikes rigid. Will not scratch or mar. Painted safety red. Use this better rack and save. Write for details.

SPECIAL DISCOUNTS ON DIRECT ORDERS

Z & H PRODUCTS

Bellevue

Nebraska



Send for sample of **PETRO MOORE FOLDING TABLE LEGS** — No obligation.

#L172 for tables 66" or longer,
24" to 42" wide —

NOW \$8.95 PER SET

SPECIAL CHURCH DISCOUNT OF 10%
on orders for 10 or more sets

- | | |
|---|---|
| ★ Complete with screws for easy installation | ★ Nothing to adjust — merely place on bottom of table and install |
| ★ No springs to wear out | ★ No gadgets to break |
| ★ Cannot collapse when open | ★ Can hold 1500 lbs. |
| ★ Can be used to replace your broken table legs | ★ Used by thousands of Churches |

Petro Moore Folding Legs are available for various size and shape tables — special heights available.

PETRO MOORE FOLDING BANQUET TABLES FROM \$18.95
WOOD AND STEEL FOLDING CHAIRS FROM \$2.49

Write for illustrations and prices TODAY!

Tel. Ravenswood 8-7729
ADAMS INSTITUTIONAL SUPPLY COMPANY
34-52 11th St., Long Island City 6, N. Y.

Please ship me prepaid a sample set of L172 Petro Moore Folding Legs for a Table Size X
You will bill me \$8.95 if I decide to keep it — otherwise I will return it to you, charges collect, with no obligation on my part.

Name Tel. No.
Church
Address
City Zone State

FREE School Catalog



Illustrates how use of Vemco Steel Instruments enables schools to

SAVE 32%

Write for your free copy today,

V. & E. MANUFACTURING CO.

P.O. Box 950M

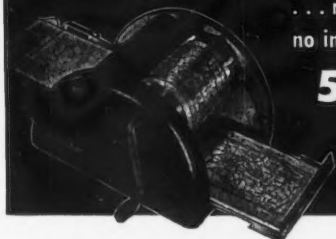
Dept. C

Pasadena 20, Calif.

**MAKE 120 BRIGHT COPIES
A MINUTE OF ANYTHING
YOU TYPE, WRITE OR DRAW**

... no stencils, no mats,
no inking, no make-ready

**5 COLORS
at once**



NEW DITTO D-10

Your original typed, written or drawn copy is your master! Just clip it to this newest DITTO® D-10 Liquid Duplicator and turn blank paper into materials for teaching or for administration! So simple, the DITTO machine makes an expert of any user in minutes. Write for literature; better still, ask for FREE demonstration in your school.

85 NEW DITTO WORKBOOKS!

Write for FREE new catalog
and FREE lesson, ready to use
—no obligation.

DITTO®

DITTO, Incorporated, 673 Oakley Blvd., Chicago 12, Illinois
More Than 35,000 Schools Now Use Ditto



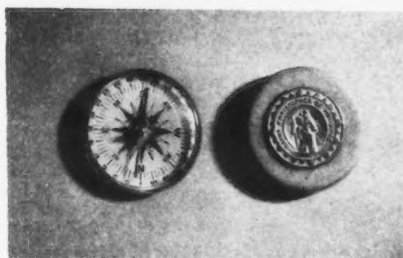
*Creations of
Infinite Beauty*

Genuine ST. CHRISTOPHER COMPASS WATERPROOF • SHOCKPROOF • ACCURATE

For Boys and Girls

Scout Troops, Young Peoples Groups, Clubs, Etc.

#300 — ONLY 45¢



- LARGE - 2" DIA.
- POCKET SIZE
- UNBREAKABLE
- ACCURATE COMPASS
- WILL SERVICE INDEFINITELY
- A LASTING MEMENTO

Attractive Red Back • Transparent Face

LARGE 24K GOLD PLATE

ST. CHRISTOPHER MEDAL

An Usual Gift — With a Purpose — For Every
Adventurous Minded Child

Immediate Delivery From Your Favorite Supplier or Any Reputable
Catholic Religious Articles Store in the Nation and Canada.

Always ask for **HARTLAND** — if you want Quality.

Brilliant Colors...



AQUAPRINT

WATER SOLUBLE

PRINTING INK

Genuine Artists' Pigment
Colors



The strong, bright opaque colors of Weber Aquaprint Inks dry with a satiny-smooth finish. Any of the colors can be blended to obtain secondary hues. They are easily washed from implements, clothing, and hands... and they leave no stain.

INTRODUCTORY OFFER: 3 tubes, assorted colors, your selection from palette above, at \$1.25 postpaid anywhere in Continental U.S.A. Regular price 50 cents per tube.

Available in: Red, Orange, Yellow, Green, Dark Blue, Turquoise (Lt. Blue), Purple, Magenta, Brown, White, Black. In 4 x 1" tubes.

F. WEBER CO.

Manufacturing Artists' Colormen Since 1853

PHILADELPHIA 23, PA.

St. Louis 1, Mo.

Baltimore 1, Md.

(Actual size of tube, 1 x 4") PATRONIZE YOUR NEAREST WEBER DEALER

L. G. BALFOUR COMPANY

Attleboro

Massachusetts

Class Rings
and Pins

Commencement
Invitations

Diplomas

Personal Cards

Club Insignia

Medals and
Trophies

Direct Representatives in
all States



ALL STEEL
FILMSTRIP
CABINET



MF-6 — This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans each in its own compartment . . . each individually indexed. Drawers are equipped with adjustable dividers for desired division widths. MF-3 — Compact 3 drawer filmstrip cabinet holds 165 — 1½" filmstrip cans.

Write for free catalog.

Est.
1916

Neumade
PRODUCTS CORP.
228 W. 42nd St., New York 18, N. Y.

New Supplies

(Concluded from page 58A)

ters. For a copy of the folder write: *The Cebco Company, Section C.S.J., 104 Fifth Ave., New York 11, N. Y.*

(For Convenience Circle Index Code 0119)

Those who specify for piping services will find a new 32-page bulletin just published by the A. M. Byers Company, Pittsburgh, of interest. It contains helpful technical data based on an analysis of many piping systems in which wrought iron is specified to help solve corrosion problems. For a copy, write on letterhead, to: *Engineering Service Dept., Section C.S.J., A. M. Byers Company, Pittsburgh, Pa.*

(For Convenience Circle Index Code 0120)

"The Gratelite Story" is an 8-page informative and colorful brochure portraying development of the Gratelite Louver Diffuser. It contains details and lighting applications. For a copy write: *The Edwin F. Guth Company, Section C.S.J., 2615 Washington Blvd., St. Louis, Mo.*

(For Convenience Circle Index Code 0121)

Electrosig Corporation, Buffalo, N. Y., offers a new catalog of power equipment for laboratories of colleges and high schools. The booklet also announces availability of custom designed layouts. For a copy write: *Electrosig Corporation, Section C.S.J., Buffalo 21, N. Y.*

(For Convenience Circle Index Code 0122)

The Honeywell Schoolmaster System, described briefly in a previous article, is further detailed in a 4-page, colorful booklet. Copies are available from: *Minneapolis-Honeywell Regulator Company, Section C.S.J., 2753 Fourth Ave., S., Minneapolis 8, Minn.*

(For Convenience Circle Index Code 0123)

A new circular describing the use of Zorball, an all-purpose floor absorbent, by more than 20 different types of industry, has just been released by Wyandotte Chemicals Corp., Wyandotte, Mich. It should be of particular interest to all who must manage slippery floors. Copies obtainable from: *Wyandotte Chemicals Corp., Section C.S.J., Wyandotte, Mich.*

(For Convenience Circle Index Code 0124)

Luther O. Draper offers a new circular on darkening materials for regular-size windows, window walls, and skylights. For a copy write: *Luther O. Draper Shade Company, Section C.S.J., Spiceland, Ind.*

(For Convenience Circle Index Code 0125)

"A Brief History of the Typewriter" in booklet form has been published by Remington Rand Inc., New York. Copies are free from: *Remington Rand Inc., Section C.S.J., 315 Fourth Ave., New York.*

(For Convenience Circle Index Code 0126)

MANUFACTURER'S NEWS

Dr. Athelstan Spilhaus, dean of the Institute of Technology at the University of Minnesota, has been retained by *Minneapolis-Honeywell Regulator Company* as consultant in engineering and research. Dr. Spilhaus will assist in the formulation of broad engineering and research policies for the continued expansion of branches of technology in which Honeywell is active.

Mrs. Hazel H. Ott has been appointed Curricular Consultant for *F. E. Compton & Company, Chicago, Ill.*, publishers of *Compton's Pictured Encyclopedia*. Mrs. Ott has served as Director of Curriculum Research with the company for the past 21 years.



COFFEE CONNOISSEURS call for Sherman Exquisite Blend Coffee to the tune of a half-million cups a day . . . at home, in fine restaurants, clubs or railroad dining cars. This is the ultimate in coffee blending . . . so fine it bears the personal name of the Head of the House.

SHERMAN J. SEXTON
President



John Sexton & Co., Sexton Square, Chicago, Ill.

DIPLOMAS
WITH MODERN DIPLOMA CASES
SEND FOR FREE SAMPLES
PHILIP and MARGARET BITTEL
AVON, CONNECTICUT

For Any
LIQUID (SPIRIT OR DIRECT PROCESS) DUPLICATOR
May We Show You Why
CONTINENTAL SCHOOL MASTERS

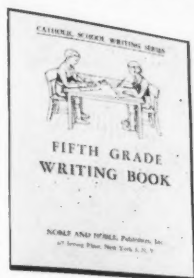
have, in a few short years, become recognized as the ultimate in satisfactory performance.

Pre-printed Masters available in:

► **ENGLISH**
► **PHONICS**
► **SEASONS**
► **SCIENCE**
► **ARITHMETIC**
► **READING**
► **OUTLINE MAPS**
► **SOCIAL STUDIES**

Write for FREE Catalog of Our 69 Titles for LIQUID DUPLICATING

THE CONTINENTAL PRESS
ELIZABETHTOWN, PA.



THE MOST POPULAR CATHOLIC SCHOOL WRITING SERIES

This popular writing series stresses Catholic religious words and teachings.

- Our Writing Book
(Manuscript Writing) 1A.....\$.50
Our Writing Book
(Manuscript Writing) 1B..... .50
Our Second Grade Writing Book (Transition to Cursive Writing)..... .50
Our Third Grade (Cursive Writing)..... .50
Our Fourth Grade Writing Book..... .50
Our Fifth Grade Writing Book..... .50
Our Sixth Grade Writing Book..... .50

CORRELATED HANDWRITING MATERIALS
Alphabet (Manuscript) Wall Charts.....\$2.00
Alphabet (Cursive) Wall Charts..... 2.00
Handwriting Certificate..... .05

Order Now or Ask for Catalog C.J.

NOBLE & NOBLE Publishers, Inc.
67 Irving Place New York 3, N. Y.



Get Prompt Service from one of the largest stocks of leather, lacing, kits, and accessories in the country. A Leather Headquarters since 1910... We specialize in Complete Service to schools and hobby groups, whether beginners or advanced, children or adult.

Get Big FREE CATALOG!
52 large fascinating pages, packed with a wealth of instructive and useful information, project ideas, etc. Thousands of items listed. Highest quality, moderately priced. We'll rush a copy—Write to Dept. CS-11.

SAX BROTHERS, INC.
1111 N. 3rd St., Milwaukee 3, Wis.



52 Pages

Jayfro
**STEEL
CHAIN
BASKETBALL
NETS**



The Only Net
GUARANTEED
for 3 YEARS!

OUTDOORS OR INDOORS • SEND FOR FREE CATALOG

JAYFRO ATHLETIC SUPPLY CO.
Dept. T Box 1065 NEW LONDON, CONN.

PLAYS ENTERTAINMENTS OPERETTAS — MAKE-UP

For All Occasions and All Ages

FOR YOUR CHRISTMAS PROGRAM

- THE LITTLE LAME SHEPHERD... 40¢
- HOPE OF THE WORLD..... 60¢
- THREE WISE MEN RIDE BY... 50¢
- THE LIGHT OF A STAR..... 50¢
- THE LITTLEST ANGEL..... 50¢

Send for new catalogue of plays, operettas, wigs, costumes, make-up.

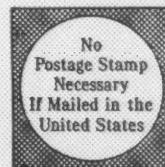
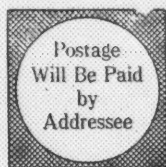
BANNER PLAY BUREAU, Inc.
619 Post Street San Francisco 9, Calif.

ADVERTISERS' PRODUCTS AND SERVICES

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the information card in requesting information from a number of advertisers.

| Code No. | Page No. | Code No. | Page No. |
|----------|--|----------|--|
| 110 | Adams Institutional Supply Co... 58A | 1130 | Eastman Kodak Company..... 4A |
| 111 | All American Suppliers..... 50A & 56A | 1131 | Encyclopaedia Britannica, Inc... 11A |
| 112 | Americana Corporation..... 6A & 7A | 1132 | Esterbrook Pen Company..... 46A |
| 113 | American Crayon Company..... 46A | 1133 | FibreResin Plastics Co..... 52A |
| 114 | American Desk Mfg. Company... 25A | 1134 | Flynn Mfg. Co., Michael..... 23A |
| 115 | American Optical Co..... 24A | 1135 | Gaylord Bros., Inc..... 38A |
| 116 | American Peoples Encyclopaedia. 1A | 1136 | Graubard's, Inc..... 32A |
| 117 | American Seating Company..... 42A | 1137 | Griggs Equipment Company..... 21A |
| 118 | Ampro Corporation, The..... 13A | 1138 | Hartland Plastics, Inc..... 59A |
| 119 | Association of American Railroads 43A | 1139 | Heath and Company, D. C..... 14A |
| 1110 | Audio Devices, Inc..... 19A | 1140 | Heywood-Wakefield Co..... 31A |
| 1111 | Balfour Company, L. G..... 60A | 1141 | Hillyard Chemical Co..... 55A |
| 1112 | Banner Play Bureau, Inc..... 61A | 1142 | Horn Brothers Div. Brunswick- Balke-Collender Co..... 49A |
| 1113 | Beckley-Cardy Company..... 36A | 1143 | International Business Machines Corp..... 33A & 41A |
| 1114 | Benziger Brothers..... 12A | 1144 | Ionia Mfg. Co..... 54A |
| 1115 | Berger Manufacturing Div. Republic Steel Corporation..... 45A | 1145 | Irwin Seating Company..... 52A |
| 1116 | Berlin Chapman Company..... 35A | 1146 | Jayfro Athletic Supply Co..... 61A |
| 1117 | Binney & Smith Co..... 48A | 1147 | Kewaunee Mfg. Company..... 30A |
| 1118 | Bittel, Philip & Margaret..... 60A | 1148 | Little Singers of Paris..... 18A |
| 1119 | Bro-Dart Industries..... 36A | 1149 | Lohmann Company, E. M..... 10A |
| 1120 | Bruce Publishing Co..... 3rd cover | 1150 | Marsh Stencil Machine Co..... 44A |
| 1121 | Catholic Book Publishing Co... 62A | 1151 | McGraw Hill Book Co., Inc..... 14A |
| 1122 | Catholic Book & Supply Co..... 62A | 1152 | Mentzer, Bush & Company..... 12A |
| 1123 | Chicago Hardware Foundry Co. 35A | 1153 | Moore Company, E. R..... 40A |
| 1124 | Continental Press..... 60A | 1154 | Nesbitt, Inc., John J..... 4th cover |
| 1125 | Cram Company, George F..... 18A | 1155 | Neumade Products Corp..... 60A |
| 1126 | Ditto, Incorporated..... 59A | 1156 | New Castle Products..... 34A |
| 1127 | Doubleday Image Books..... 16A | 1157 | Noble and Noble, Publisher, Inc. 61A |
| 1128 | Draper Shade Co., Luther O.... 42A | 1158 | Norton Door Closer Co..... 51A |
| 1129 | Duplex Straw Dispenser Co.... 34A | | |

(Index continued on next page)



BUSINESS REPLY CARD

First Class Permit No. 1112, Sec. 34.9 P. L. & R., Milwaukee 1, Wis.

THE CATHOLIC SCHOOL JOURNAL

P. O. Box No. 2068

MILWAUKEE 1, WISCONSIN

Index to Advertisers — continued

| Code No. | Page No. |
|---|-----------|
| 1159 Nu-Dell Plastics Corp..... | 53A |
| 1160 Owens Illinois: Kimble Glass Co., Sub. | 29A |
| 1161 Peabody Company, The..... | 37A |
| 1162 Pemco Corporation..... | 56A |
| 1164 RCA Victor Div. Radio Corp. of America (Educational Division)... | 20A |
| 1165 RCA Victor Div. Radio Corp. of America, (Sound Division)..... | 2A |
| 1166 Richards-Wilcox Mfg. Co..... | 47A |
| 1167 Royal Typewriter Co., Inc.... | 26A & 27A |
| 1168 Sax Brothers, Inc..... | 61A |
| 1169 Seco Div. Southern Equipment Company | 2nd cover |
| 1170 Sexton & Company, Inc., John... | 60A |
| 1171 Sheldon Equipment Co., E. H.... | 22A |
| 1172 Shwayder Brothers, Inc..... | 28A |
| 1173 Silver Burdett & Co..... | 12A |
| 1174 Singer Sewing Machine Co..... | 15A |
| 1175 Sno-White Garment Mfg. Co.... | 34A |
| 1176 Society for Visual Education.... | 9A |
| 1177 So-Lo Marx Rubber Co..... | 16A |
| 1178 Southern Equipment Company.... | 57A |
| 1179 Southwestern Publishing Co..... | 14A |
| 1180 Tracy Company, The..... | 42A |
| 1181 T.V. Radio Workshop, Ford Foundation | 17A |
| 1182 Underwood Corporation..... | 39A |
| 1183 Universal Mfg. Corp..... | 54A |
| 1184 Van Horn & Son..... | 50A |
| 1185 V & E Mfg. Company..... | 59A |
| 1186 Victor Animatograph Company.. | 52A |

| Code No. | Page No. |
|-----------------------------------|----------|
| 1187 Warp Publishing Company..... | 16A |
| 1188 Weber Company, F..... | 59A |
| 1189 Weber Costello Co..... | 58A |
| 1190 Wilson Company, H. W..... | 18A |
| 1191 World Book Company..... | 19A |
| 1192 Zaner-Bloser Company..... | 8A |
| 1193 Z & H Products..... | 58A |

NEW SUPPLIES AND EQUIPMENT

| | |
|---|-----|
| 0109 Jack C. Coffey Co..... | 53A |
| Projector Stand | |
| 0110 Singer Sewing Machine Co..... | 54A |
| Sewing Table | |
| 0111 Ditto, Incorporated..... | 54A |
| Analyslips System | |
| 0112 Duplex Straw Dispenser Co..... | 54A |
| Cafeteria Aid | |
| 0113 The Chicago Hardware Foundry Company | 54A |
| Electric Hand Dryer | |
| 0114 Webster Electric Company..... | 56A |
| Sound System | |
| 0115 Brunswick-Balke-Collender Co.... | 56A |
| Seating Unit | |
| 0116 Griggs Equipment Company.... | 58A |
| Folding Table | |
| 0117 Copperweld Steel Company.... | 58A |
| Survey Markers | |

| Code No. | Page No. |
|--|----------|
| 0118 E. R. Moore Company..... | 58A |
| Calendar | |
| 0119 The Cebco Company..... | 58A |
| Folder | |
| 0120 A. M. Byers Company..... | 60A |
| Bulletin | |
| 0121 The Edwin F. Guth Company.... | 60A |
| Brochure | |
| 0122 Electrosig Corporation..... | 60A |
| Catalog | |
| 0123 Minneapolis-Honeywell Regulator Company | 60A |
| Booklet | |
| 0124 Wyandotte Chemicals Corp..... | 60A |
| Circular | |
| 0125 Luther O. Draper Shade Co..... | 60A |
| Circular | |
| 0126 Remington Rand, Inc..... | 60A |
| Booklet | |

FOR YOUR PRODUCT REQUEST

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the postage paid card to CATHOLIC SCHOOL JOURNAL. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE CATHOLIC SCHOOL JOURNAL
400 North Broadway, Milwaukee 1, Wis.

November, 1954

Please send information offered in the advertisements we have encircled.

| | | | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|------|------|
| 110 | 118 | 1116 | 1124 | 1132 | 1140 | 1148 | 1156 | 1164 | 1172 | 1180 | 1187 |
| 111 | 119 | 1117 | 1125 | 1133 | 1141 | 1149 | 1157 | 1165 | 1173 | 1181 | 1188 |
| 112 | 1110 | 1118 | 1126 | 1134 | 1142 | 1150 | 1158 | 1166 | 1174 | 1182 | 1189 |
| 113 | 1111 | 1119 | 1127 | 1135 | 1143 | 1151 | 1159 | 1167 | 1175 | 1183 | 1190 |
| 114 | 1112 | 1120 | 1128 | 1136 | 1144 | 1152 | 1160 | 1168 | 1176 | 1184 | 1191 |
| 115 | 1113 | 1121 | 1129 | 1137 | 1145 | 1153 | 1161 | 1169 | 1177 | 1185 | 1192 |
| 116 | 1114 | 1122 | 1130 | 1138 | 1146 | 1154 | 1162 | 1170 | 1178 | 1186 | 1193 |
| 117 | 1115 | 1123 | 1131 | 1139 | 1147 | 1155 | 1163 | 1171 | 1179 | | |

NEWS OF PRODUCTS FOR THE SCHOOLS

| | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 0109 | 0111 | 0113 | 0115 | 0117 | 0119 | 0121 | 0122 | 0123 | 0124 | 0125 | 0126 |
| 0110 | 0112 | 0114 | 0116 | 0118 | 0120 | | | | | | |

Also information on

Name
Requested by Position
School
City Zone State

Catholic Book & Supply Co.

For These
Catholic School Book Services:

1. Catholic library books of all publishers.
2. Select, up-to-date lists of general books recommended for Catholic elementary and high schools.
3. Liberal discounts; additional quantity discounts.
4. Complete text book service for Catholic elementary schools including dictionaries.
5. A free surprise gift book on library book orders of \$60.00 or over.

Send Us Your Order Today

CATHOLIC BOOK & SUPPLY CO.
Book Jobbers Serving Catholic Schools Exclusively.
SOUTH MILWAUKEE WISCONSIN

America's Finest!

Saint Joseph Daily Missal

The NEW - IDEAL - COMPLETE
Daily Missal to Pray the Mass.

Large Type
Full-Colored Illustrations
Most Simplified Arrangement

Priced from 3.75 to \$15.00

WHERE CATHOLIC BOOKS ARE SOLD

USE THIS CARD

Encircle the code number of the advertisement in which you are interested.

Supplementary Reading for Catholic Schools

Brand new titles - JUST OFF THE PRESS



THE APRIL TIME

By Celine Meller

Looking back as she stands at the threshold of adult life, the young author of **THE APRIL TIME** catches and holds close for a little while those fast-flying months of senior high and seventeen. This is a delightful first novel that contains parts of the story of all girls in their teens.

Junior and Senior High School \$2.95

CHRISTMAS STORYBOOK

By Olive Ireland Then

The boundless joy of the Christmas story — old, yet always new — shines through each of these twenty tales. Ten stories are from the Bible and history; ten from legend and fantasy. Charming illustrations.

Lower and Middle Grades \$2.50

SAINTS TO KNOW

By Sister Mary Cornelius, S.S.N.D.

Twenty-six action-packed true stories of saints who will henceforth be much more than mere "statues in church" to the young people who read about them. Each emerges real and vitally human under the skillful narration of the author, who also wrote the popular **FIFTEEN SAINTS FOR GIRLS** (\$2.50). Order both of these books for your classroom.

Middle and Upper Grades \$2.50

DOMINIC SAVIO: TEENAGE SAINT

By the Rev. Peter Lappin, S.D.B.

Your young readers will meet the newly canonized teen-age saint in this biography of Dominic Savio, a lad whose example is fully believable and possible of imitation.

Upper Grades and Junior High School 2.75

PIERRE OF THE ISLAND

By Nicolette Meredith Stack

The story of a young farm boy's adjustment to his new home in the city. Excellent supplementary reading for the study of Canada.

Middle Grades \$2.00

HAIL! THE ALTAR BOY

Compiled by Rev. David E. Rosage

A pat-on-the-back for altar boys from some of the world's most famous people. Includes chapters by former altar boy Bing Crosby, Loretta Young, Father Daniel A. Lord, All-American John Lattner, former coach Frank Leahy of Notre Dame and many others.

\$1.25

ROMAN COLLAR DETECTIVE

By Grace and Harold Johnson

Young Father Tim Devin turns detective to solve a murder mystery. Cover-to-cover reading for adventure-minded boys and girls.

Middle and Upper Grades \$2.75

MICKY O'BRIEN

By Gerald Kelly, S.J., and Don Sharkey

Boys will devour this story of the independent, high-gear Micky O'Brien who seldom loses (and never refuses) a fight, and of the lovable nun who helps him "grow up."

Upper Grades and Junior High School \$2.00

TUFFY TAYLOR

By Bernard F. J. Dooley

Tuffy Taylor was the town's bad boy until he met a certain parish priest and a big-hearted policeman. Plenty of excitement for young readers!

Upper Grades and Junior High School \$2.75



COMING SOON!

New, low-priced picture-story books with washable full-color enameled covers — 50 cents each!

FATHER BRENNAN'S CHRISTMAS STORYBOOK

FATHER BRENNAN'S TALES FOR TINY TOTS

FATHER BRENNAN'S TREASURE CHEST OF STORIES

By the Rev. Gerald T. Brennan

THE LAND OF DIDDLEY-DA

By the Very Rev. John D. Fitzgerald

Also by Father Brennan

THE ANGEL FOOD SERIES

Book I: ANGEL FOOD.....\$2.50

Book II: FOR HEAVEN'S SAKE.....\$2.50

Book III: GOING HIS WAY.....\$2.35

Book IV: JUST FOR JUNIORS.....\$2.35

Book V: ANGEL FOOD FOR JACK AND JILL.....\$2.00

Book VI: ANGEL FOOD TIME, \$2.50

Have you seen the new Kodachrome-illustrated children's Missal?

We Go to Mass

A new and different picture Mass book that boys and girls in the lower grades will really love. Full-page, full-color Kodachrome photographs realistically show the priest's actions on the altar.

Lower Grades

Paper, package of 10, \$2.50 (Quantity discounts for schools)

THE BRUCE PUBLISHING COMPANY

611 Bruce Building
Milwaukee 1, Wisconsin